



**McFarland High School**

**(608) 838-4500**

<http://mcfarland.k12.wi.us/>

# **COURSE CATALOG**

# **2018-19**



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## Some Things to Consider When Registering for Classes

Course registration is an extremely important process that parents and students should actively participate in. This is an excellent time for parents to sit down and discuss post-high school goals and plans with their child. Some things to consider:

- Call the department chair and/or teacher if you have questions about a specific course
- MHS offers many diverse opportunities for students, both within our traditional curriculum and outside of it. Some of the unique opportunities and their contact person are:
  - Advanced Placement (AP) Courses: Ms. Guenther (ext. 4531) or Ms. Gerlach (ext. 4540)
  - Youth Options: Juniors and Seniors may take courses at MATC, UW-Madison or other two- or four-year colleges nearby. Contact Ms. Guenther (ext. 4531) or Ms. Gerlach (ext. 4540)
  - Youth Apprenticeship and Certified Skills Programs: Juniors and seniors may enroll in apprenticeship programs that include: biotechnology, health services, and financial services to name a few. Students enrolled get instruction in their respective field of study, as well as take classes at MHS. Contact Ms. Brady (ext.4709)
  - Cooperative Educational Programs: Students may participate in cooperative educational programs in Marketing (Ms. Verhulst, ext. 4569), Child Care Services (Ms. LaPlante, ext. 4535) and Construction Trades (Mr. Ray, ext. 4986).
- Preparation for American College Test (ACT): ACT notes that those students who enrolled in a core curriculum performed better on their ACT than those students who didn't. Please see **Preparing for the American College Test** within this course guide.

We know that there are a lot of decisions to make, and that there is a lot to know about choosing courses, and making decisions for your future. We understand that four-year college may not be for everyone. There are many educational and career opportunities for students at Wisconsin's two year technical colleges and the military services, as well as many people at your high school who are ready to help you to become a success on your journey. These key individuals are listed below.

|  |   |
|--|---|
| Ms. Jackie Guenther (ext. 4531)<br>School Counselor      | Ms. Janice Gerlach (ext. 4540)<br>School Counselor        |
| Ms. Cindy Brady (ext. 4709)<br>School To Career Services | Ms. Amanda Jamae (ext. 4537)<br>Advanced Learner Resource |

In addition to your school counselor, we encourage you to share your questions about courses, extracurricular opportunities, and future plans with other school staff members- teachers, aides, case managers, coaches, or principals. We are all here to support you.

## MHS Graduation Requirements

### Required Credits Include:

|  |                   |
|--|-------------------|
| English (English 9 and 10 required)  | 4 credits         |
| Social Studies (U.S. History 9, World History, Economics and Political Science)  | 3 credits         |
| Mathematics (Algebra 1, Geometry and Algebra 2 are recommended)  | 3 credits         |
| Science (Biology, Advanced Biology required freshman year and then ½ Chemistry and ½ Physics and 1 credit elective)  | 3 credits         |
| Physical Education (if student completes three successful sports seasons by senior year, they can opt out of a gym class their junior or senior year)  | 2 credits         |
| Career/Technical Education (CT/E) (The CT/E requirement can be satisfied by taking courses in these departments: Business Education, Computer Studies, Family and Consumer Education, Marketing Education, Technology and Engineering) | 1 credit          |
| Fine Arts (Art, Band, Chorus, Fifth Year of English, Third year of Foreign Language)   | 1 credit          |
| Computer Applications 1  | ½ credit          |
| Health   | ½ credit          |
| Electives  | 8 credits         |
| <b>Total Credit Requirement</b>  | <b>26 credits</b> |

\*Students will need to pass a state-mandated civics exam. The exam will be administered when students are in their junior year.

**\*All seniors will be required to complete a Senior Exit Interview/Portfolio (SEI/P)**

When students are scheduling classes, the students are responsible for scheduling classes that equal at least seven credits each year. Select courses seriously and with a purpose. Work to learn and achieve the best grades possible. Good course grades and attendance become your first credential. A good credential may help you to obtain your first job or enter the school of your choice. Balance your academic work with appropriate extra co-curricular activities. Be proud of your first credential!

## Program Change and Dropping Subjects

Students and parents should carefully consider post-secondary plans and make certain that the courses selected meet the long-term needs of the student.

Students should assume that the courses selected will be schedule and should not expect to make changes at a later time.

School counselors will notify students of courses that were selected that will not be offered due to low enrollment or budget constraints. Staffing and budgeting decisions for the following school year are made based on the courses selected by students. Also, the master schedule is developed to accommodate as many students as possible and ensure class sizes are balanced.

Schedules should be reviewed during the summer for errors. School counselors will have hours available in August for corrections. Schedules may be adjusted at the end of the year and during summer.

## Guidelines for Schedule Changes

1. You can drop and/or add a class two weeks previous to the semester beginning. To drop/add a class, make an appointment with the school counselor to discuss the options available to you.
2. After the semester begins, students **must** report to their scheduled classes the first week.
3. After the first week in class, students may make an appointment with their school counselor to discuss options available to them.
4. After the first 6 weeks of the semester you can only drop a course with an F. This will be recorded on your transcript.

## MHS Grading Scale and Related Information

It shall be the policy of the School District to evaluate student achievement in grades Kindergarten through 12. The issuance of grades on a regular basis serves to:

1. Promote a process of continuous evaluation of student performance.
2. Inform the student and his/her parent(s) or guardian of the student's progress.
3. Provide a basis for bringing about change in student performance if such change is deemed necessary

Grading procedures for the District shall be developed by the building principal, in cooperation with the teaching staff. The grading scale at McFarland High School is listed below. Students enrolled in AP classes will receive weighted grades. The regular class grading scale is as follows:

|     |              |     |
|-----|--------------|-----|
| A   | Advanced     | 4.0 |
| A/B |              | 3.5 |
| B   | Proficient   | 3.0 |
| B/C |              | 2.5 |
| C   | Basic        | 2.0 |
| C/D |              | 1.5 |
| D   | Minimal      | 1.0 |
| F   | Insufficient | 0.0 |

The weighted grading scale for AP classes is as follows:

|     |              |     |
|-----|--------------|-----|
| A   | Advanced     | 5.0 |
| A/B |              | 4.5 |
| B   | Proficient   | 4.0 |
| B/C |              | 3.5 |
| C   | Basic        | 3.0 |
| C/D |              | 2.5 |
| D   | Minimal      | 2.0 |
| F   | Insufficient | 0.0 |

### **Honor Roll**

The following two honor rolls are posted at the end of each term:

- Honor Roll = 3.0-3.749
- High Honor Roll= 3.75-5.25

### **Selection of Wisconsin Academic Excellence Higher Education Scholarship Recipient**

Selection of the Wisconsin Academic Excellence High Education Scholarship (WAEHES) is based on the following:

1. The student with the highest GPA, calculated to three places beyond the decimal at the end of the first semester of his/her senior year, (7<sup>th</sup> term) will be identified to receive the State of Wisconsin Academic Excellence Higher Education Scholarship. The number of McFarland students designated to receive WAEHES shall be determined by the state.
2. To be eligible to be considered for the scholarship a student must:
  - a. Be at McFarland High School in the 12<sup>th</sup> grade and have achieved the number of credits to complete graduation requirements.
  - b. Have been a full-time student at McFarland High School for the last 3 consecutive terms prior to naming of the nominee.
  - c. Must be enrolled as a full-time student at McFarland High School (courses taken on an audit basis don't count toward this requirement.)
3. The GPA will be calculated using all classes taken for letter grades at McFarland High School. Pass/Fail and medically excused courses will not be included to calculate GPA.
4. Courses graded as incomplete at the end of the grading period prior to scholarship nomination will be graded failing if not completed within 10 school days after the grading period ends unless prior approval is granted by the student services office for extenuating circumstances.
5. If a tie exists for the designation of academic scholar for purposes of the Wisconsin Academic Excellence Education Scholarship, the high school faculty shall use the following criteria to break the tie to name the scholar(s) and prioritize the remaining students as alternates:
  - a. The student with the highest score on the American College Test (ACT) by the end of the 14<sup>th</sup> term shall be named the scholar. If any students involved have taken the exam more than once, the highest composite score received, prior to the end of the 14<sup>th</sup> term will be used.
  - b. If a tie continues to exist, the student with the greatest number of GPA calculated credits earned through 14 terms shall be named the scholar.

- c. If a tie continues to exist, it shall be broken by a chance drawing of names by the Board of Education with the first name drawn being named the scholar and the remaining names drawn to prioritize the alternates.

### **Academic Recognition**

Academic awards will be awarded to students who consistently achieve high per term success in all classes. Students earn **two** points by achieving **honor roll** (3.0-3.749 GPA) and **four** points for achieving **high honor roll** (3.75-5.25 GPA) per term. Accumulated points earn the following recognition:

8 points: Academic Certificate

12 points: Academic Letter

20 points: Academic Medallion

28 points: Academic Plaque

### **NCAA Initial Eligibility Clearinghouse**

McFarland High School Students who plan to participate in NCAA inter collegiate sports should be aware that they must submit their course work, grades and test scores to the NCAA's Initial Eligibility Clearinghouse. The designation of the NCAA Clearinghouse Approved indicates this course meets the criteria established by the NCAA Initial Eligibility Clearinghouse for an acceptable Core Course. Courses without this designation do not meet the core criteria.

### **Extended Educational Opportunities at McFarland High School**

McFarland High School offers students the following educational opportunities:

- Work-Based Learning
- Youth Options
- Certification and Advanced Standing at MATC
- Advanced Learners
- Acceleration

### **Work Based Learning**

#### **Youth Apprenticeship and Certified Skills Program:**

- 2 Year Programs—junior and senior year
- High School Credit and College Credit/Advanced Standing
- Certificate of Occupational Proficiency
- Related Instruction with other Dane County Students

Youth Apprenticeship Program Areas:

- Biotechnology
- Automotive Technology
- Certified Construction Skills
- Financial Services
- Tourism
- Architecture
- Printing
- Manufacturing (Plastics)
- Production Agriculture
- Health Services
- Information Technology

Certified Construction Skills (Junior Year instruction at MHS)

Contact Cindy Brady@ 838-4500 ext. 4709

### **Cooperative Education Programs:**

- 1 Year Programs
- High School Credit and College Advanced Standing
- State Skills Standards Certificate- in Marketing
- Related Instruction with McFarland Technical Education and Career  
Marketing Contact: Ginger Verhulst- 838-4569  
Construction Trades Contact: Travis Ray- 838-4500 ext. 4986

### **Work Experience Programs for High School Credit (1/2 to 1 year):**

- Family and Consumer Related: Jazmin LaPlante- 838-4535
- Employability Skills Related: Ginger Verhulst- 838-4500 ext. 4771
- Career Related Internships: Cindy Brady- 838-4500 ext. 4709
- Transition Focus: Keri Bockenbauer: 838-4500 ext. 4729

**Job Shadow- ½ day per year** Contact: Cindy Brady-838-4500 ext. 4709

### **Youth Options**

Wisconsin's youth options program allows public high school juniors and seniors who meet certain requirements to take postsecondary courses at a UW 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.



Under youth options, a student does not pay for a college course if the school board determines the course qualifies for high school credit and is not comparable to a course already offered in the school district. If approved by the school board, the student can receive both high school and college credit upon successful completion of the course. A student who successfully completes their high school graduation requirements earns a high school diploma regardless of whether the requirements were met while attending a high school or college.

Youth Options Program Information for Students  
and Parents Wisconsin Department of Public  
Instruction Tony Evers, State Superintendent

[http://youthoptions.dpi.wi.gov/files/youthoptions/pdf/yo\\_brochure\\_non-fold.pdf](http://youthoptions.dpi.wi.gov/files/youthoptions/pdf/yo_brochure_non-fold.pdf)

**If a student drops or fails a course taken through Youth Options, the student is responsible for reimbursing the school district for the cost of the course.**

For further information contact Cindy Brady at 838-4500 ext.4709 or Jackie Guenther at 838-4531. The application packet is available in the Student Services office.

### **Certification and Advanced Standing at MATC**

McFarland High School and Madison Area Technical College (MATC) have a certification/advanced standing agreement for the following courses:

| <b>Staff Member</b> | <b>McFarland Course(s)</b>                                     | <b>MATC course</b>                | <b>Credit</b> |
|---------------------|--|-----------------------------------|---------------|
| Travis Ray          | Air Cooled Engines<br>Basic Auto Technology<br>Auto Technology | Minor Repair (404-340)            | 6             |
| Brian Hellenbrand   | Accounting 1 and College Accounting<br>Computer Applications 1 | Accounting I Principles (101-111) | 4             |

Students should check with the teachers of these classes so you understand how you may obtain advanced standing and credit at MATC based on successful achievement in the listed courses.

### **Advanced Learners**

McFarland's Advanced Learning Resources Staff provides assistance to identified high school students through high school and college plan development and student seminars. They assist in developing independent studies, accessing distance learning options and enrichment opportunities, and other individual modifications deemed necessary. MHS also offers Advanced Placement Courses (see below), Youth Options and APEX on- line courses.

For more information, parents and students may contact Ms. Amanda Jamae, High School Resource Teacher for the Gifted and Talented at Ext. 4537. General information is available on the program website at

[http://www.mcfarland.k12.wi.us/msd/parents/fp\\_gt.php](http://www.mcfarland.k12.wi.us/msd/parents/fp_gt.php)

# Course Offerings

Course fees may be subject to change.

| ART EDUCATION                       |                       |         |                        |
|-------------------------------------|-----------------------|---------|------------------------|
| Art Education                       | Credits               | Fee     | Course Number          |
| Art 1                               | 1 Credit: 2 Semesters | \$30.00 | <b>AR1001&amp;1002</b> |
| Art 2                               | ½ Credit: 1 Semester  | \$20.00 | <b>AR2010</b>          |
| Art 2 Metals and Sculpture          | ½ Credit: 1 Semester  | \$20.00 | <b>AR2030</b>          |
| Art 2 Ceramics                      | ½ Credit: 1 Semester  | \$20.00 | <b>AR2040</b>          |
| Art 3 Advanced Drawing and Painting | ½ Credit: 1 Semester  | \$20.00 | <b>AR3050</b>          |
| Art 3 Advanced Ceramics             | ½ Credit: 1 Semester  | \$25.00 | <b>AR3040</b>          |
| Art 3 Metals and Sculpture          | ½ Credit: 1 Semester  | \$20.00 | <b>AR3030</b>          |
| Art 4 Advanced Art Seminar          | ½ Credit: 1 Semester  | \$20.00 | <b>AR4080</b>          |
| Graphic Design                      | ½ Credit: 1 Semester  | \$20.00 | <b>AR4050</b>          |
| Photography I                       | ½ Credit: 1 Semester  | \$45.00 | <b>AR2130</b>          |
| Advanced Photography                | ½ Credit: 1 Semester  | \$50.00 | <b>AR2140</b>          |

## Art 1 Prerequisite: None

This course is a basic studio study of art materials and the elements and principles of design that are involved in using a variety of media. AR1001 will explore a variety of drawing media and painting. AR1002 will explore sculpture, jewelry and ceramics. The study of art history will be a part of this class. Work habits, creativity, and art skills are taken into consideration in student evaluation. Earning a combined C or better average in both terms is required to take advanced classes. AR1001 & AR1002 may be taken in either order.

## Art 2 Prerequisite: Art 1 (Grade of C or better)

This course is an intermediate studio course emphasizing design principles and aesthetics involved in drawing and painting. The grading procedure is the same as Art 1 with greater emphasis on creativity of ideas along with class and work attitudes. Teaching methods are a combination of lecture, demonstration and studio work. The class is for serious art students to learn techniques of painting and drawing and explore a variety of art history topics.

## Art Metals and Sculpture Prerequisite: Art 1 (Grade of C or better)

This course is an intermediate studio course emphasizing design principles and aesthetics involved in metals and sculpture. The grading procedure is the same as Art 1 with greater emphasis on creativity of ideas along with class and work attitudes. Teaching methods are a combination of lecture, demonstration and studio work. Art history of different cultures, styles and artists will be explored. This course is for the advanced art student who enjoys working with their hands, achieving a high quality of craftsmanship, as well as learning how to develop skills in the use of special tools. The assignments will include fabricating rings and ceramic pieces.

## Art 2 Ceramics Prerequisite: Art 1 (Grade of C or better)

This class will explore in-depth ceramics including learning how to throw on a wheel, both basic and advanced projects, and more complex methods of hand building in clay. Students will explore various glazing techniques and finishes. This is a self-paced class that allows for each student's needs and abilities.

## Art 3 Advanced Drawing Prerequisite: Art 1 and Art 2 Drawing and Painting (Grade of C or better)

This is an advanced studio course in which students build upon knowledge and skills gained in Art 1 and Art 2. Students will further develop their skill in painting and will explore oil painting. Graphite, charcoal, ink, crayon and silverpoint, are some of the mediums students can experience. Discussion, assignments, and presentations on various art history topics will also be an integral part of the course.

**Art 3 Adv. Ceramics      Prerequisite: Art 2 Ceramics**

This is an advanced studio course designed to introduce students to a higher level of ceramic construction. Students will create wheel thrown and hand built ceramic pieces that build on knowledge and skill gained in Art 2. Students will explore creating lids, handles, and large pieces as well as advanced surface decorating techniques. Assessment procedures are similar to Art 2 with more emphasis placed on creativity and technical skill.

**Art 3 Metals      Prerequisite: Art 2 Metals and Sculpture**

Art 3 Metals and Sculpture is an advanced studio course emphasizing the design principles and aesthetics involved in metals and sculpture. Students will build upon knowledge and skills gained in Art 1 and Art 2. They will explore various metal manipulation techniques and sculpting with a variety of materials. Students will become familiar with the work of several artists and begin to develop their own personal style of three dimensional arts. Assessment procedures are similar to Art 2 with an even greater emphasis on creativity and technical skill.

**Art 4 Advanced Art      Prerequisite: Junior or Senior standing and Art 1, 2, 3**

This advanced art class is for the student who plans to further develop their skills as an artist. This class is structured to tailor to individual art interests and exploration through projects and research. Students will be required to make a portfolio presentation. This course can be taken for repeat credit.

**Graphic Design      Prerequisite: Art 1 and sophomore, junior, senior standing**

Graphic Design I provides students with a basic understanding of computer graphics. This class focuses on the elements of design and how they are applied to commercial graphic art in relation to the marketing and advertising industry. Students will be working on building a portfolio that shows a basic understanding of the techniques used to create graphics. Students may also have the opportunity to work with professionals in the community to create designs for publication. The main software used in this class for manipulating and creating graphics is Adobe Photoshop.

**Photography I      Prerequisite: Art 1, Sophomore to Senior standing**

Photography I provides students with the basic knowledge of traditional pinhole and digital photography. This class primarily focuses on basic photo compositional design and layout used in both traditional and digital photography. Students will use their digital photographs in conjunction with the program Photoshop to graphically manipulate their images. Students will also build a portfolio that shows a basic understanding of the techniques used to create visual interest in their photography. Students will further reflect on how the marketing industry has used these same principles to generate interesting advertising campaigns for today's youth and pop culture. For this course students will be using both traditional pinhole cameras and digital cameras along with the program Adobe Photoshop.

**Advanced Photography      Prerequisite: Art 1, Sophomore to Senior standing**

Advanced photography provides students with a more in-depth look at traditional and digital photography. Students will focus on creative film developing skills used in traditional photography as well as more advanced rendering techniques in Photoshop for their digital photographs. Students will continue to build a portfolio that shows a wide range of techniques and creative photographic compositions. Students will further reflect on the strengths and areas for development in their own photographs and the photographs of others. For this course students will be using both traditional and digital SLR cameras along with Adobe Photoshop to manipulate images.

## BUSINESS EDUCATION

| Business Education              | Credits               | Fee  | Course Number |
|---------------------------------|-----------------------|------|---------------|
| Information Processing 1        | ½ Credit: 1 Semester  | None | BE2120        |
| Accounting 1                    | 1 Credit: 2 Semesters | None | BE3101&3102   |
| Business Management and Finance | ½ Credit: 1 Semester  | None | BE3220        |
| College Accounting              | 1 Credit: 2 Semesters | None | BE5201&5202   |
| Exploring Business              | ½ Credit: 1 Semester  | None | BE3140        |
| Personal Finance                | ½ Credit: 1 Semester  | None | BE3210        |
| Personal and Business Law       | ½ Credit: 1 Semester  | None | BE4110        |
| Computer Apps.                  | ½ Credit: 1 Semester  | None | CS2010        |
| Advanced Technology             | ½ Credit: 1 Semester  | None | BE4400        |

### **Information Processing Prerequisite: None**

Whether your future plans include college or entering the workforce you will learn numerous transferable and valuable skills in this practical hands-on course. Students will work on increasing the efficiency of proper keyboarding technique while building speed and accuracy. In addition the document formatting skills essential to success in today's modern workplace will be emphasized. Students will learn proper composition of reports, letters for business and academic environments, along with résumés, agendas, and meeting minutes. In addition, the important language arts skills of composition, spelling and grammar will be reinforced.

### **Accounting 1 Prerequisite: None. Preferred grade level Sophomore, Junior or Senior**

Accounting 1 provides the basis for understanding the principles of double-entry bookkeeping. The student will learn the processes of journalizing and posting, as well as preparation of worksheets, income statements, and balance sheets. Computers are utilized in Accounting 1.

### **Business Management and Finance Prerequisite: Junior, Senior Standing**

Business Management and Finance introduces students to the critical management skills of planning, structuring, controlling and leading in organizations. The course explores how effective managerial decisions are made in business. In addition, the student is introduced to the quantitative side of business decisions including solving basic financial problems confronting businesses, including time value of money, access to capital, cash flow analysis, financial statement analysis along with budgeting and forecasting. Students will utilize spreadsheet applications to inform business decisions among several alternatives. This course is designed for students who are seriously considering careers in Business Administration, Finance, and Human Resources.

### **College Accounting (MATC Dual Credit Course) Prerequisite: Accounting 1, (or by consent of the instructor)**

College Accounting is the Madison Area Technical College (MATC) Accounting 1 - Principles course that emphasizes how general purpose financial statements communicate information about a business entity's performance and position. This challenging course is taught at the college level. Students and their parents must sign a Dual Credit Student and Parent Agreement and the student must earn a grade of C or better to receive 4 college credits upon completion of the class. These credits may or may not be transferable to other post secondary institutions (check individual post secondary institutions for credit transfer policy). In addition students successfully completing this course are eligible to take the College Board CLEP exam which may allow the student to earn college credit at participating post secondary institutions. An outline of instruction for this course may be found on the following website.  
<http://programs.matcmadison.edu/programs/accounting/accounting-1-principles>

### **Exploring Business Prerequisite: Preferred Grade level of Freshman/Sophomore**

Curious about the world of business? Exploring Business will give you fundamental knowledge about how the world of business touches so much of our everyday lives. Learn about the many business career opportunities available. This course provides an overview of the different aspects of the business world, including the major functions of management, finance, research and development, and human resources. Find out where business fits in your future.

**Personal Finance****Prerequisite: Preferred grade level--Junior-Senior**

The modern economy is a jungle—get the financial skills to survive it. Using a variety of activities and media, students will explore the following topics: budgets, proper management of checking accounts in the electronic age, taxes, establishing and maintaining personal lines of credit including loans and credit cards, insurance options and investments for both short and long term horizons. Students will also explore career options and learn about employee benefits and compensation as it will relate to their future financial planning. This course is a must for those students interested in securing a solid financial foundation.

**Personal and Business Law Prerequisite: Preferred grade level – Sophomore – Senior**

Students enrolling in Personal and Business Law will develop an understanding of their legal rights and responsibilities as future consumers, citizens and workers. Through a variety of projects, activities and guest speakers, students will gain an understanding of the American legal system by exploring topics ranging from: courts and court procedures; criminal justice; tort law theory; oral and written contracts; sales contracts and warranties; consumer protection and family law. Legal terminology is emphasized. Students with a variety of career and academic interests will benefit from this informative and practical course. Personal and Business Law is highly recommended for students interested in pursuing careers in business, criminal justice or administrative careers such as court reporting and legal secretary.

**Computer Applications Prerequisite: None - THIS COURSE IS REQUIRED FOR GRADUATION**

The Computer Applications 1 course will teach students how to effectively use a computer. Students will have the opportunity to develop skills using the Windows platform and will also have experience using Microsoft Word, Access, Excel, PowerPoint, and Publisher. A competency test option is available upon request for students who are interested in testing out of this course. Inquiries should be made to a student's guidance counselor. IC3 certification is available.

**Advanced Technology Prerequisite: Computer Applications 1, Sophomore, Junior or Senior Standing**

Welcome to the 21st Century! Part of being successful in this technological society, one must be computer literate and have a working knowledge of many computer tools that are available. Many businesses use these tools as part of their corporate community, so understanding the functions of the various tools will give you the edge in your post- secondary education and your future entry into the corporate world. Students will become advanced in Microsoft Office Professional Software such as: Word, Excel, Access, Powerpoint, and Publisher. Students will be expected to work through a stimulation which incorporates all of these in the business environment.

Advanced Technology is a one term course for students in grades 9-12 who has successfully completed Computer Applications 1. Students interested may earn up to 2 transcribed credits through Madison College for Microsoft Word, Microsoft Excel, and Microsoft Access. Microsoft Office Specialist (MOS) certification is the leading IT certification in the world.

## COMPUTER STUDIES

| Computer Studies                          | Credits               | Fee  | Course Number          |
|---|-----------------------|------|------------------------|
| Computer Apps. 1                          | ½ Credit: 1 Semester  | None | <b>CS2010</b>          |
| Programming                               | ½ Credit: 1 Semester  | None | <b>CS2050</b>          |
| Computer Science and Software Engineering | 1 Credit: 2 Semesters | None | <b>CS3020&amp;3022</b> |
| Web Design                                | ½ Credit: 1 Semester  | None | <b>CS2090</b>          |
| Computer Lab Supervisor                   | ¼ Credit: 1 Semester  | None | <b>CS3010</b>          |
| A+ Computer Technology                    | ½ Credit: 1 Semester  | None | <b>TE4020</b>          |

**Computer Applications 1 Prerequisite: None - THIS COURSE IS REQUIRED FOR GRADUATION.**

The Computer Applications 1 course will teach students how to effectively use a computer. Students will have the opportunity to develop skills using the Windows platform and will also have experience using Microsoft Word, Access, Excel, PowerPoint, and Publisher. A competency test option is available upon request for students who are interested in testing out of this course. Inquiries should be made to a student's guidance counselor. IC3 certification is available.

**Advanced Computers/Multimedia Production Programming Prerequisite: Computer Science and Software Engineering (CSS)**

This course is a continuation of Computer Science and Software Engineering. Students will learn the fundamentals of programming languages. Object Oriented Programming will be taught using a language called JAVA. It is intended for those students who are interested in pursuing a career in computer in programming. The material covered will be excellent preparation for those students who wish to attend either a technical college or university.

**Computer Science and Software Engineering Prerequisite: None**

In CSE, students work in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. They will be introduced to code writing to create interactive Web pages. Students will use face-recognition applications and AppInventor to develop Android apps, while engaging in problems involving social networks, discrete mathematics, cyber-security and eCommerce. Using languages such as Python, students will engage problems involving predictions based on computer models; concepts like probability, chaos, fractals, and artificial intelligence will be developed.

**Web Design Prerequisite: Recommended that you have taken Computer Science and Software Engineering (CSS) but not required.**

This course is meant for students who are interested in a career designing web sites. Web Design will teach you how to build and design websites using HTML and CSS languages. Students will learn to create dynamic web pages using programming languages of JavaScript and PHP along with the database MySQL. Students will learn how to create a Content Management System (CMS) for individuals who have access to the password protected website 'admin' area.

**Computer Lab Supervision Prerequisite: Consent of the Instructor**

This is an opportunity for interested students to continue their study of computers on their own time and receive credit for their work. Their primary responsibility will be to supervise the computer lab for a given period and tutor beginning students when necessary. Also computer-related projects will be assigned. There will be no formal presentations but continued study is encouraged and assistance will be provided when needed.

**A+ Computer Technology Prerequisite: Grades 10, 11 & 12**

This course will provide an in depth study of servicing personal computers. You will gain a basic understanding of PC hardware, DOS, Windows 9x and Windows NT/2000, networking, printers and troubleshooting. Knowledge will be gained through online instruction, study manual and hands on labs. Practice test will be taken in class. Students successfully completing this course will be able to successfully prepare themselves to take the exams necessary to earn the A+ Certification by Comptia (Computing Technology Industry Association). This certification sets the standard for those working in the personal computer industry as technicians, help desk, and support staff.

| <b>ELECTIVES</b>                 |  |            |                      |
|----------------------------------|--|------------|----------------------|
| <b>Electives</b>                 | <b>Credits</b>                         | <b>Fee</b> | <b>Course Number</b> |
| College and Career Readiness     | ½ Credit and 3 Madison College credits | None       | <b>AL4001</b>        |
| College Success and Study Skills | ½ Credit and 3 Madison College credits | None       | <b>AL4002</b>        |
| Medical Terminology              | ½ Credit: 1 Semester                   | \$55.00    | <b>SC4200</b>        |

**College and Career Readiness Prerequisite: Freshman or Sophomore standing**

This course provides a challenging adventure in learning and self-discovery to help students prepare for college and/or careers. Students will develop self-awareness, build relationships and be empowered to make effective choices in college & career decisions. A wide variety of skills will be applied to promote success in high school and readiness for college/career. Students who register through Madison College, and receive a C or better in this course (on the Madison College grading scale), will earn 3 Madison College (MATC) credits. Madison College and MHS grading scales are shared in the course syllabus at the beginning of class.

**College Success and Study Prerequisite: Junior or Senior standing**

Students will work on life skills such as motivation, goal setting, interdependence, and self-awareness while also working on academic skills such as test taking, note taking, reading, and other success strategies. The focus of the course is on preparing students for academic and personal success. Students will participate in and reflect on a community service activity. Students who register through Madison College, and receive a C or better in this course (on the Madison College grading scale), will earn 3 Madison College (MATC) credits. Madison College and MHS grading scales are shared in the course syllabus at the beginning of class.

**Medical Terminology Prerequisite: Junior or Senior standing**

The words - or terms - which make up the language of medicine are referred to as the terminology of the medical field, or Medical Terminology. This course focuses on communication using the medical language. We will analyze medical terms using work components and classify terms by the structural organization of the body. Both the written and spoken formats for using language will be addressed, including work construction, definition, spelling, and pronunciation of medical term and the interpretation of written materials.

The course fee provides access to the on-line module required through MATC. Purchase of a textbook requires added cost. The textbook is not required, but is a helpful educational resource.

Students who successfully complete the coursework are eligible for three dual credits with MATC for Medical Terminology.

| <b>English</b>                   |                       |            |                        |
|----------------------------------|-----------------------|------------|------------------------|
| <b>English</b>                   | <b>Credits</b>        | <b>Fee</b> | <b>Course Number</b>   |
| English Prep                     | ½ Credit: 1 Semester  | \$10.00    | <b>EN1001&amp;1003</b> |
| English 9                        | 1 Credit: 2 Semesters | \$24.00    | <b>EN1011&amp;1012</b> |
| English 10                       | 1 Credit: 2 Semesters | \$10.00    | <b>EN2011&amp;2012</b> |
| Creative Writing                 | ½ Credit: 1 Semester  | None       | <b>EN3030</b>          |
| Composition                      | ½ Credit: 1 Semester  | None       | <b>EN3120</b>          |
| Shakespeare                      | ½ Credit: 1 Semester  | \$50.00    | <b>EN3130</b>          |
| Film Theory                      | ½ Credit: 1 Semester  | None       | <b>EN3150</b>          |
| Communication Arts               | ½ Credit: 1 Semester  | None       | <b>EN3191</b>          |
| Contemporary American Literature | ½ Credit: 1 Semester  | \$35.00    | <b>EN3230</b>          |
| Cultural Perspectives            | ½ Credit: 1 Semester  | \$30.00    | <b>EN3940</b>          |
| Science Fiction                  | ½ Credit: 1 Semester  | \$10.00    | <b>EN3290</b>          |
| Advanced Grammar                 | ½ Credit: 1 Semester  | \$17.00    | <b>EN3310</b>          |
| AP Literature                    | 1 Credit              | \$40.00    | <b>EN3460</b>          |
| Impact of War                    | ½ Credit: 1 Semester  | \$20.00    | <b>EN3402</b>          |
| Mystery and Suspense             | ½ Credit: 1 Semester  | None       | <b>EN3730</b>          |
| AP Composition                   | 1 Credit: 2 Semesters | \$40.00    | <b>EN3801</b>          |
| English as a Second Language     | ½ Credit: 1 Semester  | None       | <b>LEPEN1</b>          |

### **English Prep/ English Prep 2 Prerequisite: Teacher Approval**

This year-long, every-other-day course gives students the opportunity to build literacy skills to support student success in all classes. The course includes whole-group instruction, skill-based mini-lessons, independent reading of books chosen by students, and the NewsELA (leveled) computer program, all focused on building and reinforcing reading comprehension, vocabulary, and other reading skills. Students are tested each term to determine their growth in reading, and assessed formally and informally throughout the year through in-class tasks. Students will also learn writing strategies for application to a variety of tasks. This course is by recommendation only, and is taken concurrently with English 9 or English 10.

### **English 9 Required for all ninth graders**

The course is designed as an introduction to literature and formal writing. Students continue to improve their reading comprehension, vocabulary, and thinking skills by studying a variety of texts to analyze plot, themes, characters, and craft. Speaking and listening skills improve as students work in both large and small groups and give a number of presentations. Grammar and punctuation mechanics are reviewed, learned, and applied in writing.

### **English 10 Required for all tenth graders.**

This course is required of all sophomores toward their English credit requirements for graduation. It is structured as a language arts course that builds upon the curriculum in English 9 and prepares students for the elective

English courses they will choose for the junior and senior years. The course balances an array of language arts skills: formal essay, public speaking, reading a novel, drama, and poetry as well as language mechanics and grammar.

### **Creative Writing Prerequisite: Junior standing or above**

Students interested in writing creatively and regularly should elect this course. Students read their writing and perform critiques on their own work and that of their peers. Writing genres include description, narration, fiction, journal writing and poetry.



**Composition Prerequisite: Junior standing or above**

This course is designed to provide students with practice in a variety of writing experiences--description, narration and an emphasis on exposition. The course focuses on basic techniques of writing that will bring greater effectiveness to his/her communication in real-world settings whenever possible. Students are expected to build vocabulary, develop grammar and punctuation skills, and adjust their writing for a variety of audiences.

**Shakespeare Prerequisite: Junior standing or above**

Major plays and sonnets of Shakespeare are sampled in this course. The students study the background of the theatre, London, and Shakespeare. Students may attend a production at American Players Theatre. An emphasis on dramatic activities and interpretation is placed on the students' work.

**Film Theory Prerequisite: Junior standing or above**

This course is an introduction to film studies. It is a survey of the American Film Industry as an art form, as an industry, and as a system of representation and communication. The course explores how Hollywood films work technically, aesthetically, and culturally.

**Communication Arts Prerequisite: Junior standing or above**

This high-energy course will focus on the essential elements of communication. Similar to a speech/communications class many universities offer, students will learn to brainstorm, organize, write, and perform a variety of genres of speech and communication including: personal narrative, persuasion and sales, news cast, special occasion, etc. Students will learn about Monroe's Motivated Sequence; code switching; the importance of body language, practice, and preparation; considering audience; as well as the proper use of detail, sources, props, and visuals. This course is recommended for all students who seek to improve in all areas of communication.

**Contemporary American Literature Prerequisite: Junior standing or above**

Students who enroll in this course will read and discover the social and literary significance of a variety of works written by American authors. Students may study the works of authors such as John Steinbeck, F. Scott Fitzgerald, Langston Hughes, and Amy Tan, among others. Students will be assessed on their analytical essays, class discussions, and presentation work. Students participating in this class MUST be willing to complete substantial daily reading assignments as homework; students will read a total of three class novels and one novel of choice in addition to supplemental readings.

**Cultural Perspectives Prerequisite: Junior standing or above**

Through a variety of reading experiences, students will examine how people who feel silenced by issues of culture, race, and/or gender raise their voices to bring awareness. Students will discuss and analyze how authors expose and critique the historical and stereotypical influences upon them.

**Science Fiction Prerequisite: Junior standing or above**

This elective course for juniors and seniors focuses on exploring what writers teach about humanity and society through the literary genre of Science Fiction. Students will also study how the genre is embedded in contemporary socio-cultural norms. Students will read a selection of novels throughout the course, one being 1984 by George Orwell, as well as numerous stories by prolific science fiction writers such as Ray Bradbury and Isaac Asimov. Students will be assessed on analytical projects and essays, visual and oral presentation, and complete both independent and group assignments. Active reading and critical thinking is an essential part of this course.

**Advanced Grammar Prerequisite: Junior standing or above. (Available to sophomores with a 'B' average and consent of the instructor.)**

Advanced Grammar is an intensive semester of grammar and usage study. Students interested in preparation for ACT/SAT and college entrance exams may find the course particularly beneficial. Students interested in foreign language study may also benefit by taking this course. Recommended for all students who are college bound.

### **AP Literature Prerequisite: Junior standing or above**

AP Literature will focus on several essential questions such as: What is the role of the reader in contemporary texts? How does context shape content in literary texts? How can a reader recognize truth in text and develop a deeper appreciation of literary texts? How do world cultures communicate ideas about values and how is the reader affected by this? How does the manipulation of language and author purpose create meaning and interpretation? The course will examine these questions through a selection of several challenging novels and academic texts. Some novels listed are: Chinua Achebe's *Things Fall Apart*, George Orwell's *Animal Farm* and Shakespeare's *Macbeth*. The course will require a comprehensive summer assignment that will require a fiction and non-fiction text to be read, annotated and analyzed based off several questions.

### **The Impact of War Prerequisite: Junior standing or above**

Students will examine through a variety of texts the lasting impact war has created. Students will explore how war has defined and redefined identity, family, and terrorism. Students will gain a greater understanding of how war has shaped the thinking of humans. They will also be able to demonstrate this understanding of thinking through the construction of an independent study project.

### **Mystery and Suspense Prerequisite: Junior standing or above (underclassmen can take with teacher approval)**

This course is for students who like to read mystery and suspense stories. The course will focus on short stories and novels of classic suspense writers such as Edgar Allan Poe, Sir Arthur Conan Doyle, and Agatha Christie as well as modern writers such as John Grisham, Tony Hillerman, and Stephen King. Students will be assessed with the following: essays, reaction journals, presentations, projects, and vocabulary quizzes. Students who decide to take this course must be willing to do daily reading assignments.

**AP Composition Prerequisite: Successful completion of Composition with a "C" is strongly recommended. Students must complete a summer assignment prior to the start of the course. Summer assignment includes a mandatory reading list. NCAA Clearinghouse Approved, 1 Credit: 2 Terms: Grade Weighted Fees: Approximately \$40.00 for books (both terms) plus fee for choice novel TBD.**

This course, which is comparable to a university-level introductory composition course, is intended for students who are dedicated to improving their reading and writing skills. They will become skilled readers of essays and non-fiction written in a variety of periods, disciplines, and contexts. Students will learn the basics of rhetoric, and how an awareness of rhetorical devices and strategies can aid in analysis. They will also become skilled writers who compose for a variety of purposes. Students will develop an awareness of their own composing processes: the way they explore ideas, plan, draft and revise their work. The class will prepare students to take the A.P. Language and Composition exam in the spring. Students must complete a summer assignment prior to the start of the course.

### **English as a Second Language Available for students for whom English is a second language**

English for ESL students is a course that provides English language skills for students with limited English proficiency for which English is a second language. The course provides instruction and practice speaking, listening, understanding grammar and usage, building vocabulary, reading and writing. The goal of the class is to improve all English language components through speaking, listening, reading short stories and news articles, writing paragraphs and essays, and refining grammar skills. Students will be assessed on reading and vocabulary development and oral comprehension.

## FAMILY AND CONSUMER SCIENCES

| Family and Consumer Sciences | Credits              | Fee                 | Course Number |
|------------------------------|----------------------|---------------------|---------------|
| Foundations of Sewing 1      | ½ Credit: 1 Semester | \$20.00             | <b>FE1040</b> |
| Food Choices                 | ½ Credit: 1 Semester | \$20.00             | <b>FE1120</b> |
| World of Food                | ½ Credit: 1 Semester | \$20.00             | <b>FE1140</b> |
| Intro. To Housing Services   | ½ Credit: 1 Semester | None                | <b>FE1170</b> |
| Culinary Arts                | ½ Credit: 1 Semester | \$20.00             | <b>FE2100</b> |
| Parents and Children         | ½ Credit: 1 Semester | None                | <b>FE3010</b> |
| Child Care 1                 | ½ Credit: 1 Semester | None                | <b>FE3020</b> |
| Child Care 2                 | ½ Credit: 1 Semester | None                | <b>FE4020</b> |
| Intro. To Health Sciences    | ½ Credit: 1 Semester | None                | <b>FE1175</b> |
| Nursing Asst.                | .75 Credit (6 weeks) | MATC course tuition |               |

### **Foundations of Sewing 1 Prerequisite: None**

In this class students will apply basic industry terminology to complete projects in lab settings. Students will transform 2 dimensional patterns into 3 dimensional items while learning to interpret a technically written format. Students will also design and develop a quilt for Project Linus which will be displayed and donated to the organization. Additionally, students can expect to increase their 21<sup>st</sup> century skills.

### **Food Choices Prerequisite: None**

Nutrition, consumer skills, and career opportunities will be taught in conjunction with food preparation skills. Students begin lab and course work with the five food groups and progress to recipe development (through the process of a pizza contest), and regional cuisine of the United States. Food safety and sanitation is emphasized throughout the lab experiences. This class involves small group lab situations and stresses 21 century skills such as: health literacy, communication & collaboration, productivity & accountability.

### **World of Food Prerequisite: Food Choices**

Advanced food preparation skills will be gained in all areas. Food-related topics such as nutrition and its relationship to health, food borne illness and safe food handling will be incorporated. Units of study are outdoor grilling, entertaining & meal planning, vegetarianism, and careers. An integrated study of food and culture of foreign countries will be the focus of the class. Teamwork, time management and social etiquette will increase employability skills.

### **Intro. To Housing Services Prerequisite: None**

This course is designed to explore housing and interior design. Topics covered include: architectural styles, elements of design, color schemes, painting techniques, textiles, window, wall and flooring treatments, furniture styles and floor plans. During the term, students will complete a housing project, where they apply the knowledge gained about space planning, decorating and furnishing to their own personal living space. Related careers will be explored. Additional learning activities may include guest speakers and fieldtrips.

### **Culinary Arts Prerequisite: Food Choices and World of Foods**

Are you interested in a food service career? Would you like to become a culinary professional? If so, this would be a great class for you to take. Investigate culinary career opportunities while participating in hands-on labs to provide effective practice of basic culinary skills. This will include knife skills, time management, lab management, food production, food presentation, and food service standards and regulations. Opportunities for catering experiences, quantity food productions, and safe food handling will be the focus of this class. This class is built on the ProStart curriculum and students have the chance to become ServSafe certified at a managerial status.

### **Parents and Children Prerequisite: Sophomore, Junior or Senior standing**

This class is designed for students who plan to become a parent in the future and/or work with children. The many phases of childhood and corresponding phases of parenthood are explored. Topics of study include: Teen Pregnancy, Pre-natal development (including reproduction, pregnancy, and childbirth), Birth to Age 1 (including Baby simulation activities, and information on caring for babies and early brain development), Toddlers, ages 4-6 and discipline. This class provides information about career options that involve children. Some additional learning experiences include guest speakers, field trips, and time spent observing and interacting with children. This class is required for those wanting to enroll in Assistant Child Care Teacher.

**Child Care 1 Prerequisite: A grade of “B” or above in Parents and Children or consent of instructor. Consent to enroll in this course may also be given if student is enrolled in Parents and Children during the same school year.**

This class develops the skills needed to work in the child care field with children four years and above. It covers curriculum planning, guiding interactions between children and keeping children safe and healthy while in your care. Weekly observations, during class time, at a local daycare site are required. Skills and topics covered in this class are beneficial to any student who wants to work with children, in the future. Upon successful completion of this course a student can receive an Assistant Child Care Teacher certificate that allows them to be employed in a child care center at age 17.

### **Child Care 2 Prerequisite: ASSISTANT CHILD CARE TEACHER CERTIFICATION – CHILD CARE 1**

This class is a continuation of ACCT 1 and will require increased time in a local child care facility, lesson planning and development of age appropriate activities. The focus of this class will be working with children from birth to age three. A certificate can be earned that will allow you to work with infants and toddlers at the age of 17. CPR and 1<sup>st</sup> Aid certifications will also be included. The state requirements are that no Infant and Toddler certification can be given without first obtaining the ACCT certification. This means that if the 2<sup>nd</sup> quarter is chosen, the 1<sup>st</sup> quarter must have been completed beforehand. It is highly recommended that students electing to take the 2<sup>nd</sup> quarter do so consecutively in the same school year.

### **Intro. To Health Sciences Prerequisite: None**

The health care industry in Wisconsin is projected to create nearly 30,000 new jobs by 2016. This course will focus on the health care delivery system, the five career pathways within health sciences, the exploration of employment options in 250 different careers (to include guest speakers, job shadows and field trips), what it takes to become a health care professional, basic patient care procedures, taking/recording vital signs, cultural and ethical awareness, infection control practices, and an introduction to geriatrics which is the fastest growing segment of our population. There will also be an introduction to medical terminology to prepare students to progress to Health Sciences I & II and Anatomy. It is a great way for students that are considering a career in the health sciences to explore the many options available to them.

### **Nursing Asst. Prerequisite: 16 years of age before or during class (Highly Recommended: Health Sciences Occupations 1 & 2)**

This course prepares students for employment as nursing assistants. Students learn communication skills, basic nursing and personal care skills, client/resident rights and care of clients/residents. A supervised clinical experience with direct client care is a major component of the course. Upon completion, the student is eligible to take the certification exam for the Wisconsin Nurse Aide Registry.

| <b>HEALTH</b> |                      |            |                      |
|---------------|----------------------|------------|----------------------|
| <b>Health</b> | <b>Credits</b>       | <b>Fee</b> | <b>Course Number</b> |
| Health        | ½ Credit: 1 Semester | None       | <b>HL1010</b>        |

**Health Prerequisite: Required for all freshmen.**

This freshmen health class examines the various kinds of health issues that young adults may face in their high school and post high school lives. Timely and often sensitive areas of discussion are covered to help make each individual student more aware and more informed. Students will be better prepared to make lifestyle decisions, choices, and alternatives best suited to their physical, social, and mental development. Topics generally discussed in the class do cover a wide range of subject matter and are open to change as the needs of students and society change. Some of the main areas of discussion include: Personal Health, Diet, Nutrition, Abuse of and Addiction to Alcohol, Tobacco, and Other Drugs, Career Education as it relates to Health Careers, Mental/Emotional Wellness, Relationships, Sexuality/Human Growth & Development (HGD) and Violence, Bullying & Harassment.

During the five class period HGD unit, we will be discussing different aspects of human sexuality, including:

- |                            |                         |
|----------------------------|-------------------------|
| 1. Abstinence              | 4. Teen Pregnancy       |
| 2. Sexual, Personal Health | 5. Protective Behaviors |
| 3. Date Rape/Assault       | 6. Contraception        |

While reinforcing abstinence, the primary source of curriculum delivery will be the health teacher, with the use of a health professional to teach information on contraception.

If parents wish to exempt their child from the HGD unit, please send a written statement to Jeffrey Finstad, Principal. If you choose to remove your child from the HGD Unit, your child will be given an alternate program to complete for this unit of the class.

## INDEPENDENT STUDY

### **Independent Study**

Students may request independent study for credit. The first step is to obtain an application form from the guidance counselor when students select courses for the up-coming school year. The student then must contact a teacher who will accept the responsibility for facilitating the student's learning experiences. A detailed proposal with objectives, activities, and methods of evaluation must be submitted to the faculty by the student for approval prior to receiving permission to enroll in the course. Independent study without the administration's approval will not receive credit.

The student will be required to present a report at the end of the semester to a faculty committee of no fewer than two (2) faculty. This oral presentation must demonstrate skill(s), project(s) and/or a written report that the student completed to meet the objectives of his/her independent study. The oral presentation must be completed no later than one week before the end of the semester.

Providing a meaningful and well monitored independent study experience requires considerable effort on the part of the teacher. The teacher must account for a student's attendance during the independent study period. The teacher will also be expected to monitor the progress of the student and to summarize the progress upon request from the principal or the parents of the independent study student. Independent study is not an easy way to take a course. It is rather, an opportunity which will require more effort on the part of the teacher and the student. Teachers who do not want the extra responsibility should refuse to accept independent study students. Contracts for Independent Study must be completed by the student, teacher, parent and receive administrative approval by the end of the semester prior to enrollment in the course.

### Special Education Services

The District provides excellent special education services in the following areas: emotional behavioral disabilities, learning disability, speech or language disorder, cognitive disability, visual impairment, hearing impairment, orthopedic impairment, other health impairment, autism, and traumatic brain injury. If you have concerns about a child's development, contact the school administrator and ask to have the student screened for possible special education services. If this student does not attend a district school, but is a resident of the school district, please contact the Director of Integrated Student Services at 838-4514 and ask about having the student screened.

### Section 504

Section 504 prohibits discrimination against persons with disabilities by school districts receiving federal financial assistance. Each district must provide accommodations and services so that students with disabilities have access to equitable participation in programs and activities. Without these modifications and/or intervention, the student would not have an equal opportunity to receive an appropriate education. Referrals for an evaluation under Section 504 may be made by parents, classroom teachers, other school personnel, students themselves or outside agencies that represent the student by contacting the building administrator.

### Services

The Pupil Services staff within each building consists of staff in guidance, school psychology, and nursing. These professionals work with staff, parents and community resources to assist students in optimal personal, social, educational, health and occupation development. Services include:

- Individual counseling concerning social and personal issues.
- Screening and assessments for academic, social and emotional needs.
- Classroom discussions.
- Consultation with teachers and parents.
- Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, drug awareness, and safety issues.
- Special education needs assessment, which may include individual measurements of intellectual functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior functioning.
- Small group work, such as new student groups, family change groups, friendship groups and social skills groups.
- Alcohol and other drug screening or resource information.
- Emergency health services and maintenance of immunization and health records.
- Public health services, disease prevention, health promotion.

If you do not want your child to participate in the small group pairings listed above, please contact your building administrator.

### Special Education Screening and Referral Procedures

Any person aware of a child between the ages of birth through 21 who may be experiencing physical, mental, emotional or learning problems may contact the Director of Integrated Student Services or building administrator to initiate screening services that will determine if a referral for special education is appropriate. In addition, any teacher or administrator would be able to assist in making a referral. Screening includes: children new to the District, students currently enrolled, resident students attending a private school, and children below school age. For additional information contact Integrated Student Services at 838-4512.

## **Referral Procedure**

The school district shall solicit and receive referrals of students suspected of needing special education services from all persons who have responsible cause to believe that such needs exist. Any health care professional, such as a physician, nurse, psychologist or social worker, including school staff who thinks the child has a disability, is required to make a referral to the school. Anybody else, such as preschool/daycare provider or neighbor, including parents, who think a child might have a disability, may refer the child to the school.

How:

- Referrals must be made in writing, include date of referral;
- State why child has a disability;
- Include child's and parents' names;
- Before referral is made the person making the referral must inform the child's parents of the pending referral. Please note the time and date;
- Send the referral to Ms. Lauren Arango, Interim Director of Integrated Student Services, 5101 Farwell Street, McFarland, WI 53558.

Specific state criteria will be adhered to in determining eligibility for specific handicapping conditions. Referrals of children suspected of needing special education services shall be referred to the appropriate building administrator, or the Director of Integrated Student Services at 838-4514.

## **IEP Team Evaluation**

Whenever a child is referred who is suspected of needing special education services, the school district shall establish an Individual Education Program (IEP) team of evaluators. The appointment of this team shall be the responsibility of the Director of Integrated Student Services. All Individual Education Program (IEP) teams will include at least two persons who are District employees and have expertise in assessment and programming for the suspected disability of the child being evaluated. For a child with a suspected learning disability, a general education teacher will be a member of the team. For every referral concerning a minority child, a member of that minority shall be allowed input to the team's decision making. The process shall include the collection and analysis

of information from the parent(s)/guardian pertaining to the needs of the child. The Director of Integrated Student Services shall approve the evaluation process and may request additional information.

## **Procedural safeguards for evaluation including the following:**

The notice of intent to evaluate shall be sent to the parents/guardians that will include:

- A full explanation of the due process/procedural safeguards in their native language or other mode of communication.
- A description of the evaluation proposal, an explanation of why the evaluation is proposed, any options that were considered, and the reasons why those options were rejected;
- A description of each evaluation procedure used as a basis for the evaluation;
- The type of professionals conducting the evaluation;
- A description of any other relevant factors.

Written parental consent shall be obtained when a child is being evaluated or re-evaluated by the District. This consent form shall include:

- A statement documenting that the parent understands the content of the notice;
- Information on the general areas to be evaluated or re-evaluated;
- Information on the general types of procedures to be used.

For more information contact: Lauren Arango  
Interim Director of Integrated Student Services  
(608)838-4514



| <b>MARKETING</b> |                       |            |                        |
|------------------|-----------------------|------------|------------------------|
| <b>Marketing</b> | <b>Credits</b>        | <b>Fee</b> | <b>Course Number</b>   |
| Entrepreneurship | ½ Credit: 1 Semester  | None       | <b>ME3110</b>          |
| Retail Marketing | ½ Credit: 1 Semester  | None       | <b>ME3150</b>          |
| Marketing 1      | 1 Credit: 2 Semesters | None       | <b>ME2001&amp;2002</b> |
| Marketing 2      | 1 Credit: 2 Semesters | None       | <b>ME4001&amp;4002</b> |
| Marketing 3      | 1 Credit: 2 Semesters | None       | <b>ME4101&amp;4102</b> |

### **Entrepreneurship Prerequisite: Sophomore, Junior, or Senior Standing**

Entrepreneurship is what drives the global economy today. In this class students will learn how to create, finance, and operate their own business. Students will develop a business plan that will include selecting products and services, a location and then describing their staffing and marketing plans in order to insure their success. By the end of this class, students will be able to determine if business ownership is a career path they want to consider. Students in Entrepreneurship will also develop their leadership skills, learn about successful management styles and become aware of what will make a business world famous. All students in this class have the opportunity to be involved in DECA; An Association of Marketing Students. DECA members will have many opportunities to use what they have learned in class on community service projects and in competitive events. You will also have an opportunity to be trained and work in our “Spartan Headquarters”, our school store that is open to the public.

### **Retail Marketing Prerequisite: Sophomore, Junior, or Senior Standing**

Retail Marketing is a competitive, continually changing field in which workers buy stock, advertise, display and sell clothing and accessories. This course is designed to provide students with the experience and knowledge in different phases of retail marketing. Students will be able to indulge in the information of buying, designing, and running a retail store. Students will be able to explain how retail marketing relate with multiple projects, designs, and other on hands learning activities. All students in this class have the opportunity to be involved in the student organization DECA. This organization allows students to utilize classroom instruction in real life situations. Students enrolled in Retail Marketing will be trained and use the school lab, Spartan Headquarters, as a focus during content.

### **Marketing 1 Prerequisite: Sophomore, Junior, or Senior Standing**

With the constant changing world, this class will be an upbeat, interactive class that is always changing. You will learn the basic fundamentals of marketing through projects and activities that will be completed as individuals and in small groups. Marketing includes promotions, personal and business selling, economics, distribution, pricing and creating new products and service. Students will propose a new marketing plan for a current product and design a new product. We will also study current events and trends in business and marketing. All students in this class have the opportunity to be involved in DECA; An Association of Marketing Students. DECA members will have many opportunities to use what they have learned in class on community service projects and in competitive events. You will also have an opportunity to be trained and work in our “Spartan Headquarters”, our school store that is open to the public. This course is offered as a Dual Credit Marketing Class through Madison College. Earn up to three credits!

### **Marketing 2 Prerequisite: Marketing 1, Junior or Senior Standing**

Marketing 2 will continue where Marketing 1 ended in order to complete your study of each of the marketing functions. You will focus on applying your marketing skills to individual and team projects in three areas; International Marketing; Hospitality and Tourism Marketing; Sports and Event Marketing. In International Marketing unit students will look at how marketing is used in different countries and in our world economy. Hospitality and Tourism will require students to explore the growing tourism industry by studying industry leaders, ranging from Disney, Pixar, and the Tommy Bartlet Ski Show to mega water parks such as the Kalahari. The ever changing world of Sports and Entertainment Marketing will allow students to propose a sport or entertainment event that could be held in our local market. In the class, students may be required to work will local businesses in preparing their proposals.

**Marketing 3 Prerequisite: Marketing 1, Enrolled in Marketing 2**

Students enrolled in Marketing 3 will continue their high school education in the workforce. Students must participate in the Wisconsin Marketing Skills Certificate Program. This instructor will meet with the student and employer to evaluate competencies needed to receive the certificate. Parents and students will meet with the Marketing Instructor in May to set up the program for the next school year. Employment may begin in the summer prior to their senior year of high school and students must continue at the same training station or business until the end of the school year. Students will receive one credit when they have completed a minimum of 540 hours of employment or training.

**DECA**

DECA is an association of marketing students. It is a local, state and national organization for students enrolled in marketing or business courses. Students may attend leadership labs, career development conferences and various competitions throughout the state. The four sides of the DECA diamond will be used for events. Annual events which DECA members can participate in are: Christmas in the Village, trip to Milwaukee Bucks game, Districts Competition, State Competition and National Competition. Students will also be trained in Spartan Headquarters. The annual dues for a DECA membership are \$20.00

| <b>MATHEMATICS</b>         |                       |            |                        |
|----------------------------|-----------------------|------------|------------------------|
| <b>Mathematics</b>         | <b>Credits</b>        | <b>Fee</b> | <b>Course Number</b>   |
| Intro. To Algebra Topics   | 1 Credit: 2 Semesters | None       | <b>MA1101&amp;1102</b> |
| Algebra 1                  | 1 Credit: 2 Semesters | None       | <b>MA1301&amp;1302</b> |
| Algebra Support            | ¼ credit per semester | None       | <b>MA1303&amp;1304</b> |
| Geometry                   | 1 Credit: 2 Semesters | None       | <b>MA1401&amp;1402</b> |
| Geometry Support           | ¼ credit per semester | None       | <b>MA1403&amp;1404</b> |
| Algebra 2                  | 1 Credit: 2 Semesters | None       | <b>MA2201&amp;2202</b> |
| Algebra 2 Support          | ¼ credit per semester | None       | <b>MA6201&amp;6202</b> |
| Statistics and Probability | 1 Credit: 2 Semesters | None       | <b>MA2600</b>          |
| Pre-Calculus               | 1 Credit: 2 Semesters | None       | <b>MA4101&amp;4102</b> |
| AP Calculus AB             | 1 Credit: 2 Semesters | None       | <b>MA5101&amp;5102</b> |
| AP Calculus BC             | 1 Credit: 2 Semesters | None       | <b>MA5201&amp;5202</b> |
| Trades Math                | 1 Credit: 2 Semesters | None       | <b>MA6101&amp;6102</b> |

Freshmen placement for math classes is completed by the eighth grade math teachers. A specific recommendation is made to the student and parents during the spring semester of their eighth grade year. Students and parents are given an opportunity to question and discuss this recommendation with their eighth grade math teacher. Eighth grade math teachers may offer an examination to provide additional data while making their recommendation.

- Students earning lower than a C are recommended to repeat the course before moving on to the next level.
- Unless math department and guidance approved, students who fail the 2<sup>nd</sup> half of a math course are required to repeat the entire course.

### **Calculators in Mathematics at MHS**

The calculator we recommend is the Texas Instruments Graphing Calculator (specifically the TI-84, or any TI-84 series calculator). It has many capabilities that are not present in the standard scientific calculators. Besides graphing, it allows for eight lines of display for text. This allows students to enter, review, and edit large amounts of data. It is also programmable. Teachers have TI-84 software on their SMART boards so students can follow along and learn how the calculator functions. These calculators are allowed on the ACT, SAT and AP exams. The same calculator will be used throughout their high school experience.

### **Introduction to Algebra Topics Pre-requisite: recommendation by 8th grade teacher**

This course focuses on building the prerequisite skills and number sense necessary for success in Algebra. Units of study will include the language of Algebra, solving and graphing linear equations and inequalities as well as computational fluency. Although this course counts as math credit toward high school graduation, it may not count as a math credit at some secondary institutions.

### **Algebra 1 Prerequisite: Recommendation from eighth grade math teacher**

This course is the traditional first year of high school mathematics. It is recommended for all students who are planning on attending a post-secondary school. Units of study include the language of algebra, operations with exponents and rational expressions, solving linear and quadratic equations, modeling with mathematics (graphs, tables and equations) for linear, exponential and quadratic functions, linear inequalities, polynomials, systems of equations, statistics, and probability. Success in subsequent math classes is dependent upon the knowledge and skills acquired while enrolled in Algebra 1. A graphing calculator is required for several units and tests.

### **Algebra Support Prerequisite: To be taken concurrently with Algebra 1. Teacher recommendation required.**

This course is aimed at helping students build procedural fluency and improve the underlying skills needed to be successful in Algebra. Focus will be on pre-teaching and re-teaching concepts and skills being learned in Algebra as well as supporting student with successful homework completion. The course will run for 45 minutes every other day during a study hall or guided study period.

**Geometry Prerequisite: Recommendation from eighth grade math teacher for freshman. Successful completion of Algebra 1.**

This course stresses the basic structure of geometry and proficiency in developing geometric vocabulary. Units of study include parallel lines, angles, triangles, polygons, circles, constructions, area and volume formulas, coordinate geometry, trigonometry, and transformations. Concepts of special geometry are integrated with plane geometry throughout the course. Formal proofs are applied with a balance of theory and application. A Graphing Calculator is required for several units and tests.

**Geometry Support Prerequisite: To be taken concurrently with Geometry. Teacher recommendation required.**

This course is aimed at helping students build procedural fluency and improve the underlying skills needed to be successful in Geometry. Focus will be on pre-teaching and re-teaching concepts and skills being learned in Geometry as well as supporting students with successful homework completion. The course will run for 45 minutes every other day during a study hall or guided study period.

**Algebra 2 Prerequisite: Successful completion of Algebra 1 and Geometry**

This is a second course in algebra, which teaches the development of advanced algebraic skills. Units of study include solving linear, compound, and quadratic equations, polynomials, complex rational expressions & equations, logarithmic functions, exponential functions, trigonometry, coordinate geometry, statistics, and probability. These units, with their related skills, form an essential part of the required mathematical background needed in college preparatory classes. The use of a graphing calculator is encouraged for most units and tests.

**Algebra 2 Support Prerequisite: To be taken concurrently with Algebra 2. Teacher recommendation required. Total Credit: ¼ math credit per semester.**

This course is aimed at helping students build procedural fluency and improve the underlying skills needed to be successful in Algebra 2. Focus will be on pre-teaching and re-teaching concepts and skills being learned in Algebra 2 as well as supporting student with successful homework completion. The course will run for 45 minutes every other day during a study hall or guided study period.

**Statistics and Probability Prerequisite: Successful completion of Algebra and Geometry or teacher approval**

This is a two-term course designed for students to study how statistics and probability are used to predict outcomes, organize, and interpret data. The units of study will include organizing data, averages, variations, probability simulations, binomial and normal distributions, hypothesis testing, regression, correlation, and chi-square testing. The use of a graphing calculation is strongly encouraged for most units and tests. This class may be taken concurrently with other math courses beyond Geometry.

**Pre-Calculus Prerequisite: Successful completion of Algebra 2**

This course will be an extensive and intensive review of the high school mathematics curriculum and a prelude to college calculus. Advanced and theoretical units of study will include linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, vectors, sequences, series, matrices, combinatorics, and limits. This course will provide a challenge for the advanced math students who are interested in a collegiate level math experience, so some aspects of personal growth may be experienced. It is recommended that this course be completed before taking AP Calculus. A graphing calculator is necessary for most units and tests.

**AP Calculus AB Prerequisite: Successful completion of Precalculus**

This course is for the advanced student who plans to continue their study in any math related field. This course is equivalent to a first semester college level calculus course. Techniques and applications of calculus are studied including limits, differentiation, and integration. The intent of the course is not necessarily to replace the collegiate calculus course, but rather prepare the student for an easier transition to collegiate academics. A graphing calculator is necessary for most units and tests. Students are strongly encouraged to take the AP exam.

**AP Calculus BC Prerequisite: Successful completion of AP Calculus AB**

This course is for the advanced student who plans to continue their study in Calculus. This course is equivalent to the second semester of a college level calculus course. See AP College Board website for a complete list of topics covered. A graphing calculator is necessary for most units and tests. Students are strongly encouraged to take the AP exam.

**Trades Math Prerequisite: Successful completion of Algebra 1 and Geometry, or math teacher approval**

The goal of this course is to teach, apply, and have students master mathematical concepts through hands on learning through a partnership between math and tech ed. This course will be offered for both tech ed and mathematics credit and will be co-taught by a math teacher and a tech ed teacher. Students will apply mathematical skills within project based learning opportunities so that the skills applied directly correlate with the project at hand. Skills include but are not limited to Number Operations, Trigonometric Relationships, Volume and Surface Area, and Determining Patterns from Observations. Students will be expected to complete all skill-based assignments and projects within the course, with the opportunity toward the end of the course to design and complete their own projects.

| MUSIC                     |                       |      |               |
|---------------------------|-----------------------|------|---------------|
| Music                     | Credits               | Fee  | Course Number |
| Concert Band              | 1 Credit: 2 Semesters | None | MU110Q        |
| Cantus Band/Choir         | 1 Credit: 2 Semesters | None | MU130Q&132Q   |
| Cantabile                 | 1 Credit: 2 Semesters | None | MU150Q        |
| Symphonic Band            | 1 Credit: 2 Semesters | None | MU210Q&212Q   |
| Wind Ensemble             | 1 Credit: 2 Semesters | None | MU220Q&222Q   |
| Chamber Springs           | 1 Credit: 2 Semesters | None | MU240Q&242Q   |
| Philharmonic Orchestra    | 1 Credit: 2 Semesters | None | MU340Q&342Q   |
| Early Bird Jazz Ensemble  | ½ Credit: 2 Semesters | None | MU2301        |
| Second Lake Jazz Ensemble | ½ Credit: 2 Semesters | None | MU2302        |
| Music Theory              | ½ Credit: 1 Semester  | None | MU2400        |
| A Capella Choir           | 1 Credit: 2 Semesters | None | MU250Q&252Q   |
| Blue Notes                | ½ Credit: 2 Semesters | None | MU2350        |

**Fees: Choir/Band- Solo-Ensemble Accompanist- \$20.00; Band- Instrumental Rental Fee- \$75.00**

**Concert Band Prerequisite: None**

This band is composed of 9th grade students who have had previous band experience. It meets every other day throughout the school year. During the first term, emphasis is on preparation for marching band performances at home football games. This includes evening rehearsals scheduled in advance. In the first term and second term, students perform in several concerts, participate in the solo ensemble festival and receive a private or small group lesson. Practice time outside of class is required and considered vital to the students' continued growth on their instruments. Students also have the option of participating in the Pep Band which performs at a number of home athletic events.

**Cantus Band/Choir Prerequisite: None**

Cantus (pronounced “Kahn-toose”) is a choir intended to introduce students to intermediate 4-part music, as well as basic music reading skills. The group performs for the Fall Concert and Spring Concert, as well as a Cabaret/Pops concert in late February. Participation in all concerts is a course requirement. On October 23, Cantus will participate in the all-choir retreat. Students will return on the evening of October 24. Grading is assessed based on music literacy (music reading, theory, and ear training), rehearsal skills (participation, writing activities, and conduct), and performance assessment (concert and dress rehearsal attendance, reflections, and evaluations). In addition to the required concerts, the course instructor will identify opportunities for students to participate in choral and musical activities or attend professional performances during the school year.

**Cantabile Prerequisite: Sophomore females who received B or better in Cantus (9<sup>th</sup> Grade choir).**

Cantabile (pronounced “Kahn-tah-bee-leh”) is a sophomore women’s choir that builds on the skills and theory learned in Cantus. The group performs for the Fall Concert and Spring Concert, as well as a Cabaret/Pops concert in late February. Participation in all concerts is a course requirement. On October 23, Cantabile will participate in the all-choir retreat. Students will return on the evening of October 24. Grading is assessed based on music literacy (music reading, theory, and ear training), rehearsal skills (participation, writing activities, and conduct), and performance assessment (concert and dress rehearsal attendance, reflections, and evaluations). In addition to the required concerts, the course instructor will identify opportunities for students to participate in choral and musical activities or attend professional performances during the school year.

**Symphonic Band Prerequisite: None**

This band composed of 10<sup>th</sup> and 11<sup>th</sup> grade students who have had previous band experience. It meets every other day throughout the school year. During the first term, emphasis is on preparation for marching band performances at home football games. This includes evening rehearsals which are scheduled in advance. In the first and second term, students perform in several concerts, participate in the solo ensemble festival and receive a private or small group lesson. Practice time outside of class is required and considered vital to the students' continued growth on their instruments. Students also have the option of participating in the Pep Band which performs at a number of home athletic events. In addition, members perform in conjunction with the Wind Ensemble at graduation.

**Wind Ensemble Prerequisite: Junior or Senior standing**

This ensemble is composed of select musicians from the 11th and 12th grades who have demonstrated the necessary musicianship to perform more advanced works for wind ensemble or full band. It meets every other day throughout the school year. During the first term, emphasis is on preparation for marching band performances at home football games. This includes evening rehearsals which are scheduled in advance. In the remaining first and second term, students perform in several concerts, participate in the solo/ensemble festival and receive a private or small group lesson. Practice time outside of regular rehearsal time is vital for meeting obligations of the group and continued development on one's instrument. Students also have the option of participating in the Pep Band which performs at a number of home athletic events. In addition members of the Wind Ensemble perform at graduation.

**Chamber Strings Prerequisite: None**

This orchestra is in its first year (2014-2015) and will be composed of 9th grade students. Students do not have to have prior string experience, but must have the consent of the teacher if they have not previously played.

Beginning students may be 9<sup>th</sup>-12<sup>th</sup> grade students. Orchestral instruments are violin, viola, cello and string bass. Orchestra will meet on B days for the school year. Concerts will be given 3-4 times a year and students will participate in solo/ensemble contest in March and other opportunities as they arise. Practice outside of the classroom is required and considered a vital step in the students' growth and commitment on their instrument.

**Philharmonic Orchestra Prerequisite: None**

This orchestra will be composed of 10<sup>th</sup> - 12<sup>th</sup> grade students who have demonstrated the appropriate skills to perform more advanced orchestral music. Orchestral instruments are violin, viola, cello and string bass. Piano and harp are a possibility. Orchestra will meet on A days for the school year. Concerts will be given 3-4 times a year and students will participate in solo/ensemble contest in March and other opportunities as they arise. Practice outside of the classroom is required and considered a vital step in the students' growth and commitment on their instrument.

**Early Bird Jazz Ensemble Prerequisite: Consent of the director.**

This is an opportunity for students serious about jazz to perform literature of all styles at a more advanced level. The group meets two mornings a week from 7:00 A.M. – 7:50 A.M. Smaller combos are also offered and encouraged as an extension of this ensemble. Students participate in concerts that are held throughout the year as well as a number of jazz festivals.

**Second Lake Jazz Ensemble Prerequisite: By audition only**

The Second Lake Jazz Ensemble is an ensemble for advanced instrumentalists to perform challenging jazz repertoire. Membership and placement in this ensemble is determined by audition only (at the conclusion of the marching season). The group meets weekly on Wednesday nights from 6:30 P.M. – 8:00 P.M. Additionally, weekly sectionals may be required after school on a day mutually agreed upon by the members of the section and the director. Topics beyond performance will be jazz style, theory, history, and improvisation. Smaller combos are also offered and encouraged as an extension of this ensemble. Students will participate in concerts and Solo/Ensemble and may also perform at community events and jazz festivals.

**Music Theory Prerequisite: Sophomore, Junior, or Senior standing and instructor consent.**

This college-prep course is designed to provide students with a strong basis of music fundamentals, including ear training skills, sight reading skills, and music theory analysis. Students will learn how to analyze and discuss music on a technical level, and will gain knowledge including but not limited to: intervals and scales, seventh chords and inversions, voice leading and counterpoint, harmonic analysis, chord symbols, and music technology. Additional computer resources and websites will offer students enriched learning opportunities. This course is highly recommended for any serious musician.

**A Capella Choir Prerequisite: Junior or Senior who received a B or better in previous choir.**

A Cappella Choir is an advanced choir for students who have demonstrated the musicianship needed to perform more demanding choral literature. The group performs for the Fall Concert and Spring Concert, as well as a Cabaret/Pops concert in late February. Participation in all concerts is a course requirement. On October 23, A Cappella Choir will participate in the all-choir retreat. Students will return on the evening of October 24. Students are required to attend a minimum of 2 group voice lessons per term and complete intermediate music theory and literacy assignments. Students from this group may also be selected to perform at various Choral Festivals and/or in the WSMA Honors Mixed or Treble Choir. Grading is assessed based on music literacy (music reading, theory, and ear training), rehearsal skills (participation, writing activities, and conduct), and performance assessment (concert and dress rehearsal attendance, reflections, and evaluations). In addition to the required concerts, the course instructor will identify opportunities for students to participate in choral and musical activities or attend professional performances during the school year.

**Blue Notes Prerequisite: By audition and must be a member of a performing ensemble**

This is an opportunity for advanced choir students to perform vocal music at a high level. The group focuses on vocal jazz as well as contemporary popular a cappella. Blue Notes is by audition only, and requires music reading skills, developed vocal technique, and advanced musicianship. The group meets Monday afternoons from 3:25 – 4:30 and Thursdays during lunch. Students participate in concerts held throughout the year, the Solo & Ensemble Festival, and numerous community events. Outside practice is required and extra performances for the community will be expected throughout the year. Auditions are held during the first week of school.



## PHYSICAL EDUCATION

| Physical Education    | Credits              | Fee     | Course Number |
|-----------------------|----------------------|---------|---------------|
| Physical Education 9  | ½ Credit: 1 Semester | \$12.50 | <b>PE1020</b> |
| Physical Education 10 | ½ Credit: 1 Semester | \$15.00 | <b>PE2010</b> |
| Lifetime Fitness      | ½ Credit: 1 Semester | \$15.00 | <b>PE4010</b> |
| Strength and Speed    | ½ Credit: 1 Semester | \$5.00  | <b>PE4020</b> |
| Fitness Through Sport | ½ Credit: 1 Semester | \$25.00 | <b>PE4030</b> |

The junior-senior elective physical education program has been established to allow students to choose their own physical educational outcome. Students at the junior-senior level have the opportunity to choose between three classes. These classes include Lifetime Fitness, Team and Individual Sports and Strength and Speed Improvement. The elective approach allows students to choose a path that they may partake in after their high school years.

### Physical Education 9 Prerequisite: None

Personal fitness covers fundamental topics in health-related fitness. It encourages students to develop an individual optimum level of physical fitness and acquire knowledge of physical fitness concepts. The program also emphasizes individual personalities and attitudes to keep students involved in the learning process. An effort is made to have the student understand the reason for, value of, and current techniques of many basic skills. Special emphasis is placed on orientation rules and safety procedures. It is the foundation of the McFarland High School Physical Education Program. Future successes may be based on the 9<sup>th</sup> grade experience.

### Physical Education 10 Prerequisite: None

The sophomore level is a progression from the freshmen experience. The student is expected to advance in the fundamental skills and knowledge of various individual, dual and team sports. More advanced techniques and precision movements are incorporated in all activities to raise the level of awareness and improvement in the student. Continued stress is placed on the physical. Mental and social aspects of the individual.

### Lifetime Fitness Prerequisite: Junior or Senior Standing

This class is an introduction to general fitness principles and techniques that the student can take with them through life. The students will work on improving overall fitness through activities that will help them build strength, endurance and flexibility. The students should come to class prepared to get their heart rate up every day through a variety of activities. The activities include but are not limited to: Swimming, aerobics, weight training, speed walking, running, circuits, fitness through sport amongst other fitness related activities. Interested students must be prepared to work hard and be self-motivated to achieve a high grade in this class.

### Strength and Speed Prerequisite: Junior or Senior Standing

This course will take the students beyond the basic strength and conditioning materials covered in freshman and sophomore P.E. and will focus primarily on strength and body condition development. Students that participate in this course will come out with a tremendous understanding of the various lifts and the muscle groups they target. Students will also participate in various conditioning activities to help improve upon his or her flexibility, agility, cardiovascular and strength condition.

### Fitness Through Sport Prerequisite: Junior or Senior Standing

The activities that are offered in this course would be an expansion of what was introduced at the freshman and sophomore levels. This course is for the student who really enjoys the spirit of competition and loves to participate as part of a team. The outcome of this course is to expose students to the enjoyment of recreational team and individual activities in hopes that they will participate in them following high school.

| <b>SCIENCE</b>             |                       |            |                        |
|----------------------------|-----------------------|------------|------------------------|
| <b>Science</b>             | <b>Credits</b>        | <b>Fee</b> | <b>Course Number</b>   |
| Biology 1 and 2            | 1 Credit: 2 Semesters | None       | <b>SC2001&amp;2002</b> |
| Advanced Biology           | ½ Credit: 1 Semester  | \$7.50     | <b>SC1003</b>          |
| Advanced Biology II        | ½ Credit: 1 Semester  | \$7.50     | <b>SC1004</b>          |
| Physical Science Chemistry | ½ Credit: 1 Semester  | None       | <b>SC1001</b>          |
| Physical Science Physics   | ½ Credit: 1 Semester  | None       | <b>SC1002</b>          |
| Chemistry I                | ½ Credit: 1 Semester  | \$7.50     | <b>SC3001</b>          |
| Chemistry II               | ½ Credit: 1 Semester  | \$7.50     | <b>SC3002</b>          |
| Environmental Science      | ½ Credit: 1 Semester  | \$7.50     | <b>SC3110</b>          |
| Weather and Climate        | ½ Credit: 1 Semester  | \$7.50     | <b>SC3121</b>          |
| Biotechnology              | ½ Credit: 1 Semester  | \$25.00    | <b>SC3190</b>          |
| Space Science              | ½ Credit: 1 Semester  | \$7.50     | <b>SC3310</b>          |
| Physics I                  | ½ Credit: 1 Semester  | \$7.50     | <b>SC4001</b>          |
| Physics II                 | ½ Credit: 1 Semester  | \$7.50     | <b>SC4002</b>          |
| Human Anatomy & Physiology | ½ Credit: 1 Semester  | \$25.00    | <b>SC4130</b>          |
| AP/CAPP Physics I and II   | 1 Credit: 2 Semesters | \$15.00    | <b>SC5001&amp;5002</b> |
| AP Chemistry I and II      | 1 Credit: 2 Semesters | \$30.00    | <b>SC5005&amp;5006</b> |
| AP Biology I and II        | ½ Credit: 1 Semester  | \$35.00    | <b>SC5007&amp;5008</b> |
| Medical Terminology        | ½ Credit: 1 Semester  | \$55.00    | <b>SC4200</b>          |
| Principles of Engineering  | 1 Credit: 2 Semesters | None       | <b>TE1010&amp;1011</b> |

**Biology I and II Prerequisite: None**

Biology starts with an exploration of basic science skills, including experimental design and analysis. Subsequent units focus on the basic characteristics of living things: cell biology, gaining and metabolizing energy, DNA and cell division, genetic diversity and the evolution of life, and ecology. Students will work throughout the year to master the skills of evidence-based claims and scientific reasoning.

**Advanced Biology I Prerequisite: None**

The first semester of Advanced Biology starts with an exploration of basic science skills including experimental design and analysis. We then learn the basics of cell biology, the structure and function of DNA including protein synthesis, cell division, and the human genome. Students who choose Advanced Biology should be prepared to learn material at a faster pace with less time spent on repetition. The faster pace allows for more time to delve deeper into some topics and to explore the scientific inquiry process through labs and writing lab reports. Successful students will have excellent organizational skills and be motivated and independent learners.

**Advanced Biology II Prerequisite: Biology I or Advanced Biology I**

Topics covered in the second half of Advanced Biology will include the chromosomal basis of inheritance, population genetics and evolution, and topics within ecology such as the production and flow of energy through biological systems. Students who choose Advanced Biology should be prepared to learn material at a faster pace with less time spent on repetition. The faster pace allows for more time to delve deeper into some topics and to explore the scientific inquiry process through labs and writing lab reports. Successful students will have excellent organizational skills and be motivated and independent learners.

**Physical Science-Chemistry Prerequisite: None**

This course is designed to provide all students with an introduction to chemistry. This includes types of atomic structure, introduction to the periodic table, chemical bonding and chemical reactions. The course has been designed to be a hands-on, lab-based course that emphasizes applications of chemical principles in the real world. This satisfies the chemistry graduation requirement. Students may choose to continue their chemistry education by taking Chemistry I and II.

**Physical Science-Physics Prerequisite: None**

This course is designed to provide all students with an introduction to physics. This will include investigating forces, motion, energy, light, and sound. The course has been designed to be a hands-on, lab-based course. Students may choose to continue their physics education by taking Physics I and II.

**Chemistry I Prerequisite: Successful completion of Biology I & II or Advanced Biology I & II (Previous experience in Algebra and a biology teacher recommendation over Physical Science - Chemistry is strongly recommended)**

This is an introductory, lab-based, course intended to provide students with a firm understanding of scientific investigation and reasoning, laboratory practices, and scientific numeracy skills through the realm of chemistry. Students will learn a variety of content specific to physical science and chemical processes that will help them better understand science and how chemistry impacts their lives. They will develop and utilize problem solving skills while mastering chemical concepts, including; the nature of science, laboratory practices, atomic theory & structure, chemical bonding, molecular formulas, and particle quantification. Chemistry I is intended to prepare students with the knowledge and skills required for successful completion of Chemistry II. Subsequent completion of Chemistry II is highly recommended for post-secondary preparation.

**Chemistry II Prerequisite: Successful completion of Chemistry I**

This is an introductory, lab-based, course intended to provide students with a firm understanding of scientific investigation and reasoning, laboratory practices, and scientific numeracy skills through the realm of chemistry. Students will learn a variety of content specific to physical science and chemical processes that will help them better understand science and how chemistry impacts their lives. They will build upon and explore problem solving skills while mastering chemical concepts, including; chemical reactions, quantification of theoretical yields, gas laws, solution chemistry, and thermodynamics. Chemistry II is intended to prepare students with the knowledge and skills required for post-secondary education and is especially suggested for those interested in pursuing careers in a science or health field.

**Environmental Science Prerequisite: Completion of a full year of Biology or Advanced Biology.**

Students in Environmental Science will explore the science behind many current environmental issues. The course includes units about biodiversity loss, soils and agriculture, surface water and toxic chemicals, climate change and energy sources, and a brief discussion of human population growth. The course includes walking field trips to the school forest (Indian Mound Park) and the Yahara River to complete labs when weather allows.

**Weather, Climate & The Ocean Prerequisite: None**

The World's Oceans compose 71% of the surface of the earth. This course will first look at Oceanography, which is an interdisciplinary science that draws on the methods and knowledge of geology, chemistry, physics and biology. Oceans in turn influence our weather and climate in dramatic ways. Weather impacts our everyday activities, jobs, health and comfort. This is particularly true in the United States as we have the greatest variety of weather of any country in the world. Beyond its direct impact on the lives of individuals, the weather has a strong effect on the world economy by influencing agriculture, energy use, water resources, transportation, and industry.

**Biotechnology Prerequisite: Successful completion of both semesters of Advanced or Regular Biology. Enrollment in chemistry is recommended**

This course presents the current research regarding DNA. It includes an in depth study of DNA manipulation (DNA isolation, replication, and identification) and proteomics (protein synthesis, epigenetics, and quantification). Many ethical issues are discussed and debated, and active class participation is a must. This is a high level lab course. Students are asked to purchase a \$3.00 lab notebook in which to record their laboratory results.

### **Space Science Prerequisite: Competence in Geometry**

Space Science is an introductory survey course in astronomy and space exploration. It covers the history and development of astronomy from early man to the present. The course begins by providing students with an understanding of what we see in the sky from earth, including star positions and lunar phases. From there, the course takes a comprehensive look at our solar system and astrobiology. We then look at the universe at large—how did it start and how will it end? The semester course ends with a unit on modern space exploration and space mission design.

### **Physics I Prerequisite: Competence in trigonometry and algebra**

The first two-thirds of this course covers one-dimensional and two-dimension motion (kinematics). Students will investigate speed, velocity, and acceleration. The last portion of this course will cover forces (dynamics). Students will investigate Newton's Laws of Motion. A graphing calculator is highly suggested.

### **Physics II Prerequisite: Competence in trigonometry and algebra and Physics I**

This course covers three main topics energy and momentum, sound, and light. Students will investigate the Law of Conservation of Energy and the Law of Conservation of Momentum. Students will also investigate the properties of vibrations of waves (both light and sound). Lastly, students will investigate the refraction and reflection of light.

A graphing calculator is highly suggested.

### **Human Anatomy & Physiology Prerequisite: Successful completion of both semesters of Advanced or Regular Biology. Enrollment in chemistry is recommended.**

Students will learn the major systems of the body; in particular, they will learn the major processes that occur in each system. Students will also learn about cells, their role as the basis of life, and the diversity of cells within the human body. Finally, students will be required to dissect a cat in order to explore the systems of the human body.

### **AP Physics I and II Prerequisite: Completion of Physics I**

An intensive 2 term 1 credit Physics course designed for the self-motivated student and intended as a preparation for the AP Physics 1 and 2 exams. Extensive laboratory and analytical work will be a normal part of the class. Topics will include: mechanics, electricity and magnetism, kinetic theory and thermodynamics, waves and optics and modern physics. Students will have the opportunity to take the AP exam. Students also have the opportunity to enroll in the Cooperative Academic Partnership Plan (CAPP) program and receive college at UW-Oshkosh. Students pay \$450 per semester for five credits. There are eligibility requirements to enroll in the CAPP program.

### **AP Chemistry I and II Prerequisite: Highly successful completion of Chemistry I & II courses as well as a sound understanding of Algebra 2 topics**

AP Chemistry is a college level course that is designed to be taken after the completion of Chemistry I & II. The structure and content of the course is guided by the AP College Board, with specific emphasis on analytical and critical problem solving through inquiry based laboratory explorations. Topics that will be covered include those discussed at an introductory level in general chemistry as well as; RedOx reactions, thermodynamics, equilibrium, kinetics, organic chemistry, and acid/base reactions. Students are encouraged to participate in the AP examination in May to earn college credit for successful exam performance. The course fee covers laboratory reagents, equipment and notebooks but does not cover the cost of the AP exam.

### **AP Biology I and II Prerequisite: Successful completion of both semesters of Biology and Chemistry.**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Students that successfully pass the AP examination in May will earn college credits.

### **Medical Terminology Prerequisite: Junior or Senior standing**

The words - or terms - which make up the language of medicine are referred to as the terminology of the medical field, or Medical Terminology. This course focuses on communication using the medical language. We will analyze medical terms using work components and classify terms by the structural organization of the body. Both the written and spoken formats for using language will be addressed, including work construction, definition, spelling, and pronunciation of medical term and the interpretation of written materials.

The course fee provides access to the on-line module required through MATC. Purchase of a textbook requires added cost. The textbook is not required, but is a helpful educational resource.

Students who successfully complete the coursework are eligible for three dual credits with MATC for Medical Terminology.

### **Principles of Engineering is an accepted Science elective course**

#### **Principles of Engineering (POE) Prerequisite: Algebra 1, Sophomore Standing (Grades 10 – 12)**

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

This is a pre-engineering course following the nationally approved Project Lead the Way curriculum. POE will require the use of advanced math principles

## SOCIAL STUDIES

| Social Studies                          | Credits               | Fee  | Course Number |
|---|-----------------------|------|---------------|
| U.S. History 9                          | 1 Credit: 2 Semesters | None | SS1011&1012   |
| World History                           | 1 Credit: 2 Semesters | None | SS2001&2002   |
| Economics                               | ½ Credit: 1 Semester  | None | SS3010        |
| Political Science                       | ½ Credit: 1 Semester  | None | SS3030        |
| International Studies                   | ½ Credit: 1 Semester  | None | SS3040        |
| World Geography                         | ½ Credit: 1 Semester  | None | SS3110        |
| Global Diversity                        | ½ Credit: 1 Semester  | None | SS3060        |
| Sociology                               | ½ Credit: 1 Semester  | None | SS4010        |
| Psychology                              | ½ Credit: 1 Semester  | None | SS4030        |
| World of Ideas: Philosophy and Religion | ½ Credit: 1 Semester  | None | SS4060        |
| AP United States Government             | ½ Credit: 1 Semester  | None | SS5000        |
| AP Psychology                           | 1 Credit: 2 Semesters | None | SS5100&5110   |
| AP U.S. History                         | 1 Credit: 2 Semesters | None | SS5201&5202   |
| AP European History                     | 1 Credit: 2 Semesters | None | SS5300&5301   |
| AP Economics                            | 1 Credit: 2 Semesters | None | SS3014&3015   |

### U.S. History 9 Prerequisite: Required of all freshmen

This course continues the chronological series from eighth grade. We will survey American history in the late 19<sup>th</sup> and 20<sup>th</sup> centuries and explore topics related to America's emergence as a world power and the struggle for equality for women, immigrants, African Americans, and others. Current issues are discussed throughout the course, and there is an emphasis on building the skills necessary for future courses in Social Studies

### World History Prerequisite: Required of all sophomores.

This is a year-long course, and each semester covers different topics in World History. The first semester is a survey of the major developments in modern European history, starting with the Renaissance and ending with the French Revolution. The focus is on the shifts in political, social, and religious thought that helped shape our current world. The second semester takes a "regional studies" approach, with discussion of recent history and current issues in Asia, Latin America, Africa, and the Middle East. Overall, the course intends to prepare students to be "global citizens" in the 21<sup>st</sup> century.

### Economics Prerequisite: Required of all juniors

This semester course provides students with the theoretical foundations and functional knowledge in economic needed to become informed consumers, producers, and citizens in today's world. Economics is the study of how individuals, businesses, and governments make decisions about the use of scarce resources in a world of unlimited wants and needs—the course examines these issues at both the microeconomic and macroeconomic levels. The course is useful in helping students to acquire many life skills and also in establishing a foundation for a more advanced study of economics.

### Political Science Prerequisite: Required of all juniors

In this semester course, students will have the opportunity to actively participate in democratic practice.

Beginning with an examination of the principles of government, students will then study the practical application of these principles at local, state, national and international levels. Through simulation, debate, and a critical examination of the historical documents that still govern our society today, students will learn to understand different points of view and reach conclusions. The goal of the course is to expand students' skills and civic intelligence in order that they may become active and effective participants in the public life of the country and in an increasingly global society.

**International Relations Prerequisite: None**

This elective class is designed for students who are curious about the world, and enjoy the challenge of critical thinking. The impact of unfolding world developments and international political conflict is the heart of the course. That said, there is a daily emphasis on current events, especially as they relate to the US government's foreign policy goals and strategies, the role of international and regional organizations, and their impact on our daily lives. Through discussion, collaboration, debate and role play, the curriculum is designed to actively engage students in their learning with the goal of making complex international issues understandable and meaningful. Ultimately, students are able to analyze and evaluate multiple perspectives on an issue and to form opinions on US foreign policy options that reflect their own values and goals.

**World Geography Prerequisite: None**

This course offers students a greater understanding of the nations and people of our world and emphasizes how the individual fits into this Global Community. Starting with the five themes of geography (location, place, human/environment interaction, movement and region), we will also focus on several world regions, examining major themes and problems that face the planet today, including overpopulation, natural resources, climate, water issues, development, conservation, etc...

**Global Diversity Prerequisite: None**

This course aims to help students become better aware and more tolerant of cultures and people who differ from themselves. Students will be able to understand the meaning of "culture." They will be able to define what makes up their own culture and how it differs from others. They will examine African American and Native American cultures as well as the Women's Movement and Civil Rights. Students will also learn about world religions and their influence on history, as well as about the role of gender and sexual orientation. They will experience the class through readings, plays, projects, field trips, speakers, music, and food.

**Sociology Prerequisite: None**

Sociology introduces students to the study of social theory and social problems. Long-term trends of social change are emphasized, as are the basic concepts and principles necessary to understand the organization and operation of the social world. Students carry out scientific research in many areas, such as social interaction, social organization, social systems, social changes, and social institutions.

**Psychology Prerequisite: None**

What could possibly be more interesting than you? This introductory course will explore your behavior, your motivations and emotions, and your personality. We will explore how you learn and remember, how you have developed intellectually and socially since infancy, and how you will continue to change throughout adulthood and old age. We will also look at some of the causes and treatments of psychological disorders such as phobias, schizophrenia, depression, and eating disorders. We will also explore the teenage brain...among others.

**World of Ideas: Philosophy and Religion (offered during 2018-2019 only) Prerequisite: None**

This course allows students to consider the great ideas- religious and philosophical- of history. We will consider the great questions that have challenged and shaped humanity- What is good? What is the right thing to do? How should we live? Why are we here? –as well as the answers humans have offered for those questions. The goal is to make students familiar with the important schools of thought from human history while developing analytical skills useful in nearly any walk of life. Essentially, the goal of the course is to help students answer the question: 'What should I do?'

**AP U.S. Government Prerequisites: Junior or senior standing, successful completion of Political Science**

AP United States Government is an elective course for juniors or seniors who have successfully completed Political Science and would like to extend their studies of American government. Topics of this course will include the origins of the American political system, political beliefs and behaviors, interest groups, public policy, civil liberties, and Supreme Court rulings. This rigorous course is designed to prepare students for the AP exam in May.

**AP Psychology Prerequisite: Completion of Psychology recommended**

Advanced Placement Psychology is the equivalent of a college introductory psychology course. This is a rigorous and demanding course with a heavy emphasis on essential readings, writing assignments, independent projects, and frequent tests and quizzes intended to prepare students for the AP Exam in May. It is recommended that students purchase the study guide to accompany the textbook for approximately \$30.00

**AP U.S. History Prerequisite: Successful Completion of US History 9**

This elective is designed for serious college-bound students interested in American History. The program will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course should provide the student with a learning experience equivalent to that obtained in most college introductory United States history courses. Students will be encouraged to take the AP Exam upon completion of the course.

**AP European History Prerequisite: Successful Completion of World History 10**

AP European History is an elective course designed for the intellectually curious student who is looking to explore history from a non-United States perspective. AP European History will not only illustrate the manner in which European History influenced our own; it will provide students with a broader world-view and a better understanding of events that still shape our world today. Students who are up to a challenge will find the course provides an excellent historical base, particularly for those students that are college bound. Students are encouraged to take the AP European History Exam upon completion of the course.

**AP Economics Prerequisite: Senior Standing**

This college level survey course is for seniors who have already taken Economics. We will explore in-depth topics about the role of the government in the economy, the way that businesses operate, and how individuals and groups make decisions. A major theme of this course will be applying rational economic thought to contemporary problems. We may not be able to solve global poverty, climate change, and civil unrest, but we'll give it our best shot.



## TECHNOLOGY AND ENGINEERING

| Technology and Engineering                | Credits               | Fee  | Course Numbers |
|---|-----------------------|------|----------------|
| Intro to Technology                       | 1 Credit: 2 Semesters | None | TE1001&1002    |
| Basic Woodworking                         | ½ Credit: 1 Semester  | None | TE2010         |
| Cabinetry                                 | ½ Credit: 1 Semester  | None | TE2030         |
| Advanced Cabinetry                        | ½ Credit: 1 Semester  | None | TE3110         |
| Basic Metals Process                      | ½ Credit: 1 Semester  | None | TE2050         |
| Advanced Metals Process                   | ½ Credit: 1 Semester  | None | TE2070         |
| Construction Skills                       | ½ Credit: 1 Semester  | None | TE3020         |
| Building Trades                           | ½ Credit: 1 Semester  | None | TE3030         |
| Video Engineering                         | 1 Credit: 2 Semesters | None | TE4100&4101    |
| Air-Cooled Engines                        | ½ Credit: 1 Semester  | None | TE3060         |
| Basic Automotive                          | ½ Credit: 1 Semester  | None | TE3080         |
| Automotive Technology                     | ½ Credit: 1 Semester  | None | TE3100         |
| Automotive Service                        | ½ Credit: 1 Semester  | None | TE3200         |
| Consumer Home and Auto                    | ½ Credit: 1 Semester  | None | TE4010         |
| Intro. To Engineering Design              | 1 Credit: 2 Semesters | None | TE1005&1006    |
| Principles of Engineering                 | 1 Credit: 2 Semesters | None | TE1010&1011    |
| Digital Electronics                       | 1 Credit: 2 Semesters | None | TE3150&3151    |
| PLTW: Civil and Architectural Eng.        | 1 Credit: 2 Semesters | None | TE3170&3171    |
| PLTW: Engineering Design and Development  | 1 Credit: 2 Semesters | None | TE3160&3161    |
| Spartan Manufacturing                     | 1 Credit: 2 Semesters | None | TE5101&5102    |
| Computer Science and Software Engineering | 1 Credit: 2 Semesters | None | CS3020         |

\*McFarland High School and MATC have a certification/advanced standing agreement for these courses

**Technology Education Fees:** Students are expected to pay for materials used to construct projects and parts for engines. Students will be required to purchase safety glasses.

### Technology

#### Intro to Technology Prerequisite: None

This course is designed to allow all students to explore what MHS Technology & Engineering has to offer, with an emphasis on planning and problem solving. Many units are designed to support and reinforce concepts learned in Physical Science.

In the first term of “Intro to Technology” students will learn about areas of technology through week long hands- on lab projects. These projects will utilize the tools and materials found in different Technology laboratories.

Activities will include a Paper Car project, a Wood Truss Design and Construction project, an Electricity Project, a Hydraulics/Pneumatic project and at least one Design Challenge Project.

In the second term of “Intro to Technology” students will expand their understanding of Technology and Engineering by engaging in a large individual project that incorporates Research, Design, and Development/Fabrication. Students will learn to use a Computer Aided Design program, measurement, and material manipulation utilizing the tools and materials available in the Technology laboratories

#### Basic Woodworking Prerequisite: Sophomore standing (Grades 10-12)

In Basic Woodworking students will learn the basics of wood materials, forestry, engineered wood products, wood manipulation, and how to safely operate various tools related to woodworking. Students will also learn basic project planning, cost estimating, wood joinery, and finishing. The student will construct several assigned projects during the semester with different form, function, and style designed to provide the students with a broad range of woodworking experience.

### **Cabinetry Prerequisite: a "C" or better in Basic Woodworking**

In Cabinetry, the student will learn the complete operation, parts, and adjustments on the woodworking machines in the lab. The student will gain a more in-depth knowledge of the woodworking tools, techniques, and materials above the basic or beginner level. This means students will experience larger projects, more in-depth planning / design, better materials, complex tool setups, and complex joinery. The student will gain this experience through the construction of a larger piece of furniture suitable to their skill level and the time constraints of the class.

### **Advanced Cabinetry Prerequisite: A "C" or better in Cabinetry**

Advanced Cabinetry is a course designed for students in grades 11 and 12 as a capstone project based class. The students will design and build an approved project that is consistent with their skill level. Special topics of interest will be discussed. The topics will include custom cabinet-making joints, veneering and inlaying, nature and properties of wood, kinds of wood, fine furniture woods, and other appropriate topics. The class will also include a field trip to the National Forest Products Laboratory in Madison. Some students' projects may also be entered and displayed at the State Skills U.S.A. woodworking competition.

### **Basic Metals Process Prerequisite: Sophomore standing (Grades 10-12)**

This is a course in which students will learn basic skills and knowledge related to cutting, machining, and welding applications. Welding and cutting skills will be developed in the context of a series of projects. Combined with the second year course, Advanced Metals Process, the student should be able to explain and perform American Welding society standards and procedures.

Areas to be covered in the course are:

1. Basic lathe operation
2. Basic arc welding techniques and positions
3. Oxy-acetylene welding techniques
4. Metal casting techniques
5. Metal fabrication techniques
6. Basic milling operation

Related information units will be assigned as required. Students will be required to pay for all consumable materials utilized in personal project activities.

### **Advanced Metals Process Prerequisite: a "C" or better in Basic Metals Process**

This course emphasizes the metals process through welding, oxygen-acetylene welding, Tungsten inert Gas welding, and gas metal arc welding. This is a hands-on course where students will be allowed to develop advanced skills in the field of welding. Students will also be allowed to work on school or personal projects that they design with instructor approval. Areas of instruction to be covered are:

1. Milling machine technology and operation [CNC, CAM]
2. Advanced welding processes (MIG, TIG, Plasma Arc)
3. Advanced lathe operations
4. Heat treatment and case hardening of steel
5. Advanced SMAW, OAW.

## **Metal Fabrication and Design**

This is a course in which students will learn basic skills and knowledge related to cutting, machining, and welding applications. Welding and cutting skills will be developed in the context of a series of projects. Combined with the second year course, Advanced Metals Process, the student should be able to explain and perform American Welding society standards and procedures.

Areas to be covered in the course are:

1. Basic lathe operation
2. Basic arc welding techniques and positions
3. Oxy-acetylene welding techniques
4. Metal casting techniques
5. Metal fabrication techniques
6. Basic milling operation

Related information units will be assigned as required. Students will be required to pay for all consumable materials utilized in personal project activities.

## **Construction Skills Prerequisite: Sophomore, Junior, and Senior standing**

Construction Skills is the first course of a new two course (building trades would be second) construction track for students to take at McFarland High School. Construction Skills will focus on the basics that students need to know if they are considering a career in construction or if they simply would like to learn more about what it has to offer. With the recession over, well-paying construction jobs are on the rise and employers are having a tough time filling positions. This course when combined with Building Trades will give students the opportunity to become NCCER Certified (National Center for Construction Education and Research). It also offers the possibilities of going into the youth apprenticeship program.

## **Building Trades Prerequisite: Sophomore standing and completion of Construction Skills**

Building Trades is an "advanced" class in which a special emphasis is placed on basic framing procedures. Information is given on how to use both hand and power tools correctly and safely. The student will learn the use and care of the level and level-transit which are commonly used in layout construction work. Platform framing, which is used for most modern residential construction will be explained and worked on in class. The student will learn how to frame a window and door opening, how to hang the door and install the lock and latch. Roof types and pitch, common rafters, and roofing materials will be discussed. One project will be built by the class applying the knowledge they have gained.

## **Video Engineering Prerequisite: None – Grades 9-12**

This is a hands-on Video Communications course where all students in the class will learn how to write, edit, produce, and present a variety of topics. These topics will be decided upon based on group input, current issues throughout the school, community, and/or the world and will be written in script/storyboard form prior to production. This course will include both live production techniques with very little post-production work, and prerecorded tapings with a large amount of post-production work (computer editing). Students will become familiar with all aspects of production from producer to camera person.

## **Automotive Technology**

### **Air-Cooled Engines Prerequisite: Sophomore Standing**

This class is a study of different types of internal combustion engines, such as Four Stroke, Two Stroke, Diesel & Rotary. The students will be provided a small four-stroke and two-stroke engine to disassemble; examine the parts for wear; reassemble the engine and make the engine run properly. Students will then need to bring in their own small engine (three to eight horsepower) to service. Service may include an external inspection, cleaning and lubrication. Students will be responsible to pay for any parts needed for their engine.

Successful completion of

Air-Cooled Engines, Basic Auto and Auto Tech can earn students Advanced Standing in the Automotive Technician Program at MATC.

**Basic Automotive Prerequisite: a "C" or better in Air-Cooled Engines**

An introductory course for students interested in learning auto technology as a career or hobby. Areas to be covered are: Lubrication, fasteners, wheels & tires, cooling system, brakes, alignment & suspension. Successful completion of Air-Cooled Engines, Basic Auto and Auto Tech can earn students Advanced Standing in the Automotive Technician Program at Madison College.

**Automotive Technology Prerequisite: A "C" or better in Basic Auto & Junior Standing (Grades 11-12)**

This course takes a more in-depth look at the electrical systems of the automobile such as starter & charging systems and lighting. Theory and problem diagnosis will be made using gauges, meters, and computer diagnostic scan tools. It would be advantageous (but not required) for students to have a car to work on during lab exercises. Successful completion of Air-Cooled Engines, Basic Auto and Auto Tech can earn students Advanced Standing in the Automotive Technician Program at Madison College.

**Automotive Service Prerequisite: A "C" or better in Auto Tech & Junior Standing (Grades 11-12)**

Automotive Service is for students who have successfully completed Auto Tech and wish to apply their automotive knowledge and skills to troubleshooting, and repairing "live" vehicles. During this class you will be presented with vehicles to diagnose with a customer's complaint. The diagnosis will lead to the preparation of an estimate to determine the cost of repairs. After receiving the customer's approval you will obtain the correct parts and make the necessary repair. In addition you will continue advancing your knowledge in the four main ASE certification areas of Brakes; Steering & Suspension; Electricity and Electronics; and Engine Performance.

**Consumer Auto/Home Prerequisite: Senior standing or instructor approval**

Home maintenance is for the individual faced with repair and maintenance problems around the house. Some of the topics covered will be plumbing, dry wall, doors, insulation, and carpentry repairs. The student will also develop a list of tools for home use and learn how to use them properly. Consumer Auto is designed to help the student understand his/her car. The student will learn how to change oil, filters, and perform simple maintenance procedures. Students will understand the buying, financing, and insuring of a car.

**Engineering****Intro To Engineering Design Prerequisite: Pre-Algebra – Grades 9-12**

Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? Then Introduction to Engineering Design™ is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. The course covers the following:

- The Role of an Engineer
- The Design Process
- Product Design
- Product Analysis and Improvement
- Designing as an Engineer

Students in IED will use a problem-solving model to improve existing products and invent new ones. IED students will learn to use sophisticated three-dimensional modeling software (AutoDesk Inventor) to communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others

Introduction to Engineering Design™ is intended to serve as a foundation course within the Project Lead The Way® course sequence. It would be advantageous, but not required to have completed Introduction to Engineering Design prior to POE, DE and IED.

**Principles of Engineering Prerequisite: Algebra 1, Sophomore Standing (Grades 10 – 12)**

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

This is a pre-engineering course following the nationally approved Project Lead the Way curriculum. POE will require the use of advanced math principles.

**Digital Electronics Prerequisite: Sophomore standing, Algebra 1**

**This course qualifies for third year math elective**

Digital Electronics™ is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc.

The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Digital Electronics™ (DE) is a high school level course that is appropriate for 10th - 12th grade students interested in electronics. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

Digital Electronics™ is one of three foundation courses in the Project Lead The Way® high school pre- engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

The course of study includes:

- Foundations of Digital Electronics
- Combinational Logic Analysis and Design
- Sequential Logic Analysis and Design
- Introduction to Microcontrollers

**Engineering Design and Development Prerequisite: Senior Standing and any of the following classes or combinations listed: IED & POE or DE; or Metals II; or Auto Tech; or Woods II; or higher level math & science.**

EDD is an engineering research course where small teams of students will work together to research, design, construct and test a solution to an open-ended engineering problem. Students will apply knowledge & principles developed in the preceding engineering courses, previous technology courses or advanced math and science courses.

The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. 3D Design Software will be used to model solutions to the problem their team has chosen. Students will also look to outside experts to help mentor their work.

This course also engages students in time management and teamwork skills, a valuable tool for students interested in a career in Engineering. Students must document their progress in an engineering notebook, meet deadlines, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

**Civil and Architectural Engineering Prerequisite: Sophomore standing, Algebra 1**

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Civil Engineering and Architecture is a high school level course that is appropriate for 10th grade or older students interested in careers related to civil engineering and architecture. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

The course of study includes:

- History of Civil Engineering and Architecture
- Residential Design
- Commercial Applications
- Commercial Building Design

**Spartan Manufacturing Prerequisite: Junior and Senior**

Spartan Manufacturing will give students the opportunity to design, build, market, and sell products with the ultimate goal of making a profit. We will be combining our advanced level classes, which include EDD, Woods III, Metals Fab and Design, and Web II, to create this course. Students from those classes will come together to design and manufacture products that will be sold online through the company's website.

**Computer Science and Software Engineering Prerequisite: None**

In CSE, students work in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. They will be introduced to code writing to create interactive Web pages. Students will use face-recognition applications and AppInventor to develop Android apps, while engaging in problems involving social networks, discrete mathematics, cyber-security and eCommerce. Using languages such as Python, students will engage problems involving predictions based on computer models; concepts like probability, chaos, fractals, and artificial intelligence will be developed.

## WORLD LANGUAGES

| World Languages | Credits               | Fee     | Course Number          |
|-----------------|-----------------------|---------|------------------------|
| French 1        | 1 Credit: 2 Semesters | None    | <b>FL1001&amp;1002</b> |
| Spanish 1       | 1 Credit: 2 Semesters | None    | <b>FL1101&amp;1102</b> |
| French 2        | 1 Credit: 2 Semesters | \$12.00 | <b>FL2001&amp;2002</b> |
| Spanish 2       | 1 Credit: 2 Semesters | None    | <b>FL2101&amp;2102</b> |
| French 3        | 1 Credit: 2 Semesters | None    | <b>FL3001&amp;3002</b> |
| Spanish 3       | 1 Credit: 2 Semesters | \$12.00 | <b>FL3101&amp;3102</b> |
| French 4        | 1 Credit: 2 Semesters | None    | <b>FL4001&amp;4002</b> |
| Spanish 4       | 1 Credit: 2 Semesters | None    | <b>FL4101&amp;4102</b> |
| French 5        | 1 Credit: 2 Semesters | None    | <b>FL5001&amp;5002</b> |
| Spanish 5       | 1 Credit: 2 Semesters | None    | <b>FL6001&amp;6002</b> |

### College Retro Credits:

In order to receive college retro credits (college credit granted for work completed in high school) it is highly recommended that students take as many semesters as possible of a World Language. Students taking 5 levels of high school language have been granted as many as 20 college degree credits and have been placed directly into college literature courses. Because the placement exam is usually taken in the spring of the senior year, it is highly recommended that students enroll in the upper level language course during their senior year.

### French I Prerequisite: none

This first level course will begin the process of learning how to communicate in French. The student will develop communicative skills in all areas of learning-speaking, listening, reading and writing. At this level, oral skills are emphasized as the student first develops habits and pronunciation. The course is conducted in French and the student will use the language in class early on. Classroom activities are designed to replicate real life situations. Students will learn how to order food, to talk about themselves, their families and their homes, and where they live. Students will also gain cultural insights about France

### Spanish I Prerequisite: none

This first level course will use a communicative approach to introduce the student to the language and culture of the Spanish speaking world. The student will develop speaking, listening, reading and writing skills. The course is conducted in Spanish and the student will use the target language in the classroom. Students will learn how to interact in real life situations, how to describe themselves, their friends, and families using the present tense. Students will create dialogues and do short presentations. Students will gain cultural knowledge about the Spanish speaking world.

### French II Prerequisite: French 1 or consent of instructor

The second year language student will continue to build upon skills acquired in French 1. Emphasis on listening comprehension and speaking will continue as students further expand their cultural knowledge of France to include geographical features within France as well as an awareness of other French speaking countries in Europe. Activities that replicate real encounters in a French speaking environment will be provided as students develop the ability to describe people and things, talk about daily routines, leisure activities, vacations and health concerns. Classroom instruction is in French.

**Spanish II Prerequisite: Spanish 1 or consent of instructor. Students having completed Spanish 1 at the middle school are placed into Spanish 2 upon teacher recommendation.**

The second year course will begin with a general review of Spanish 1. The student will be introduced to a more in-depth study of the preterit and imperfect, which will be used to talk about and describe the past. Emphasis on speaking, listening, reading and writing will continue as students will read short stories, write compositions and do short presentations. Students will develop the ability to discuss daily routines, leisure activities and vacations in the present, past and future. Cultural awareness will be presented through readings and videos/movies. Instruction is in Spanish and students will be required to use the target language in class.

**French III Prerequisite: French 2**

In the third year, students will build upon knowledge gained in levels I and II. The ability to communicate will be expanded through the study of the subjunctive tense. Instruction is in French and students are expected to use the language in class. Classroom activities continue to be conversational; placing students in situations that they might actually encounter in a French speaking environment. Students will explore the French speaking world through various class projects and presentation designed to enhance the student's cultural awareness of the world around us. This course is required for students planning to travel to France on the school trip.

**Spanish III Prerequisite: Spanish 2**

Spanish 3 will begin with a general review of Spanish 2. The course will go more in-depth into grammar topics started in Spanish 2 and include an introduction to the subjunctive, present perfect, and future tense. South America will be the cultural focus with more in-depth studies of Argentina, Ecuador, Perú, and Colombia. Projects, exams, and presentations will encompass not only the grammar and vocabulary but the cultural topics studied as well. Students will read short authentic works and write compositions to reinforce the grammar learned in classes. A conversational approach will be used to practice the grammar being taught. Instruction is in Spanish and students are required to use the target language in class. This class is required for students planning to travel to Spain on the school trip.

**French IV Prerequisite: French 3**

French 4 is an advanced course designed to prepare students for advanced study of the language. An intensive review of levels 1, 2, & 3 will be supplemented with additional advanced curriculum. Communicative skills continue to be stressed with an emphasis on developing skills in writing. These skills will be further expanded through an introduction to French literature. Instruction is in French and students are required to use French exclusively in class.

**Spanish IV Prerequisite: Spanish 3**

The fourth year course will review and expand on the first three years. Special attention will be given to the more difficult concepts. Emphasis on oral and written communication will continue, as students will express opinions about current events in the Spanish speaking world and the United States. Students will read a variety of literary works and will be required to do short projects/presentations. Students will be exposed to culture through research via the Internet. Instruction is in Spanish and students will be required to use the target language in class.

**French V Prerequisite: Junior or Senior Standing & Successful Completion of French 4**

The level 5 course in French seeks to enhance, refine and reinforce skills acquired in the previous levels of French. Student's skills in French will be further developed through the exposure to and study of authentic materials written and/or recorded in French to include but not limited to Music, Film, and Literature. Contemporary issues and/or historical events will provide the basis for the units of study.



**Spanish V Prerequisite: Junior or Senior Standing & Successful Completion of Spanish 4**

Spanish 5 will be an extension of the skills highlighted in Spanish 4. Students will engage in post high school level activities including reading an authentic novel, viewing a film and assessing literary works. Students will engage in an in depth study of the language and culture. Advanced grammar topics will be studied via literature and students will be expected to fine tune their capabilities.

| <b>YOUTH APPRENTICESHIP PROGRAMS</b> |                                   |            |                         |
|--------------------------------------|-----------------------------------|------------|-------------------------|
| <b>Youth Apprenticeship</b>          | <b>Credits</b>                    | <b>Fee</b> | <b>Course Number</b>    |
| Biotechnology                        | 6 Credits: 4 Semesters            | None       | <b>YABI11,12,21,22</b>  |
| Finance                              | 6 Credits: 4 Semesters            | None       | <b>YAFI11,12,21,22</b>  |
| Printing and Graphic Arts            | 6 Credits: 4 Semesters            | None       | <b>YAPR11,12,21,22</b>  |
| Health Services                      | 6 Credits: 4 Semesters            | None       | <b>Y AHL11,12,21,22</b> |
| Automotive Technology                | 6 Credits: 4 Semesters            | None       | <b>YAAU11,12,21,22</b>  |
| Tourism                              | 6 Credits: 4 Semesters            | None       | <b>YATR11,12,21,22</b>  |
| Manufacturing-Plastics               | 6 Credits: 4 Semesters            | None       | <b>YAMP11,12,21,22</b>  |
| Information Technology               | 6 Credits: 4 Semesters            | None       | <b>YAIT11,12,21,22</b>  |
| Certified Construction Skills        | 5 Credits: 4 Semesters            | None       | <b>YACO11,12,21,22</b>  |
| Production Agriculture               | Up to 6 Advanced Standing Credits | None       | <b>YAAG11,12,21,22</b>  |
| Architecture                         | Up to 6 Advanced Standing Credits | None       | <b>YAAU11,12,21,22</b>  |
| Welding                              | 6 Credits: 4 Semesters            | None       | <b>YAW E11,12,21,22</b> |

### **General Information**

Youth Apprenticeship programs offer junior and senior students a unique opportunity to combine high school course work, occupation-related instruction with other Dane County students, and work-based learning. Students will earn an hourly wage while being mentored by skilled professionals to learn competencies identified by representatives from the program career area. Upon successful completion, students will be awarded a Certificate of Occupational Proficiency by the Department of Workforce Development, and receive Advanced Standing credits at a technical college in the State of Wisconsin. (The number of credits varies per program and is noted in descriptions below).

Students who register go through an application process to be accepted into the program. Acceptance criteria will include: attendance, GPA, teacher recommendations and high school credits at grade level. Students must also be concurrently registered in a related course each semester.

In general, students are released from high school classes for 2 of the 4 blocks. However, some students may schedule additional high school classes, particularly if the related instruction for their program is offered one evening per week, such as the Biotechnology and Financial Services. Students earn 1 high school credit per year in the related instruction and 2 high school credits per year in the work-based learning, for a total of 6 program credits. Transportation to the class and worksite is the responsibility of the family. For more information contact Cindy Brady @ 838-4500 ext. 4709, Janice Gerlach @ 838-4540, or Jackie Guenther @ 838-4531.

### **Biotechnology Prerequisite: Junior standing, program application and approval, Biology, Biotechnology before or during the program or consent of the instructor.**

Students will earn an hourly wage while learning from skilled professionals. Basic biology is a prerequisite and a biotechnology course is required with the first year program. Upon successful completion of the program, students will be awarded a Certificate of Occupational Proficiency by the department of Workforce Development and up to eleven Advanced Standing credits at a technical college in the State of Wisconsin. Students are required to provide their transportation to class and the worksite during the school day. The overall goal for those who complete the Wisconsin Youth Apprenticeship Program in Biotechnology is demonstrated competence equivalent to the requirements of entry-level positions in a range of laboratory settings. As such, the content of this course provides a foundation for understanding biotechnology as it relates to the development of new technologies and related products, preparing students for the workforce, as well as for more advanced educational and training experiences. Experimentally based, the curriculum is designed to be presented in a manner which encourages both scientific inquiry and technical competence. Basic knowledge, skills, and techniques essential to proficient laboratory work are emphasized throughout the four semester sequence and are intended to complement the training students receive at the worksite.

**Finance Prerequisite: Junior standing, program application & approval.**

This program is designed to give students background in the study of money, the functions of the Federal Reserve System, the relationship between the economy and depository institutions, and basic functions of depository institutions and their applications to the day-to-day transactions, which are processed by these institutions. Students develop competencies in Teller Related Functions, New Accounts and Customer Service, Accounts and Customer Support, and Customer Lending Related Functions. Students will learn the principles, marketing, operations, and business law for depository institutions. Up to 9 Advanced Standing college credits are earned.

**Printing and Graphic Arts Prerequisite: Junior standing, program application & approval**

Students are introduced to a range of career opportunities by rotating through various departments in the printing industry such as Bindery, Composition, Press, Collator, and Office. Instruction stresses safety, and hands-on activities in the following units of study: Introduction to Printing-design principles, proofing, composition & typesetting, Electronic Imaging-computer use to merge graphics and design documents, Image Assembly – line and halftone photography, stripping and plate making, Image Transfer Offset – Press adjustment, mix & test chemistry, maintenance & troubleshooting. Students also cover the economic aspects of estimating jobs, bindery, finishing and calculating paper cutting. Up to 12 Advanced Standing college credits are earned.

**Health Services Prerequisite: Junior standing, program application & approval**

The core instruction of the first portion of the Health Services Youth Apprenticeship Program provides students with the competencies to meet state certification as a CNA (Certified Nursing Assistant). A CNA MATC-taught course is offered at MHS during summer. This program provides an opportunity to learn health facility operations and fundamentals of client care including facility policies and procedures, safety and universal precautions, equipment use, communications and interpersonal skills. Basic related anatomy, physiology, medical terminology and abbreviations are also included. Direct hands-on care includes CPR, first aid, documentation skills and record keeping. While in the Therapeutic Services unit students may set up clients for treatments by physical or occupational therapists, and in the Diagnostic Services unit students gain experience in lab and x-ray. Students generally are employed in nursing home settings and explore additional career areas through a series of job shadowing experiences. Up to 3 Advanced Standing college credits are earned.

**Automotive Technology Prerequisite: Junior standing, program application & approval**

This program provides instruction and related job experience in the vehicle service business. Units of study include: Automotive Servicing Orientation/Electrical/Electronic Systems- Students will develop basic skills in the use of hand and power tools, fastener usage, wire repair and metal work. Electrical and electronic fundamentals are related to service, repair, testing and diagnosis of the automotive battery starting, charging, and lighting system. Suspension and Steering I/Engine Performance I – Students will demonstrate wheel alignment procedures and related steering and suspension systems service. He/she will service, test, and demonstrate diagnostic procedures for systems related to engine performance and emission control, including basic instrumentation and warning systems. Suspension and Steering II/Brake Systems I – Students will improve suspension and steering skills and demonstrate the skills required to inspect, service and replace brake system components, including basic hydraulic drum and disc brake systems. Engine Performance II/Break Systems II – Prepares students to perform diagnosis and repair of electronic engine controls systems related to engine performance and emissions. Students will perform general diagnosis of power assisted brake systems problems. Up to 9 Advanced Standing college credits are earned.

**Tourism Prerequisite: Junior standing, program application & approval**

This program is designed to provide students with increased competence in several functional areas: Food & Beverage, Maintenance & Grounds, Marketing & Sales, and Lodging. Informational interviews are a major learning method during the Management Operations & Fiscal Resources unit. Students' work-based learning may range from motel housekeeping and food service to working for a travel agency. A unique feature of this program is the use of summer time between the junior and senior year to gain work-based learning experiences. Up to 9 Advanced Standing college credits are earned.

### **Manufacturing-Plastics Prerequisite: Junior standing, program application & approval**

Manufacturing – Plastics is planned was first offered to Dane County students in the fall of '98. Introduction to Manufacturing explores different manufacturing environments, occupations and career opportunities with an emphasis on safe work habits, employability skills, and application of tools and equipment needed in the plastics manufacturing industry. The ability to read, visualize, and interpret industrial blueprints in accordance with industry standards is developed. In the Plastic Manufacturing Material and Process unit students explore, compare and contrast plastic manufacturing processes to other industry processes including testing, recycling, molding, forming, coating, casting, and laminating. Nomenclature, characteristics, advantages, and limitations of each process are emphasized. Plastic Technology expands the knowledge base of theoretical and applied plastic science including technical physics and basic chemistry. Manufacturing Organization & Quality explores functions of administration and support departments in plastics manufacturing organizations including safety regulations, and quality initiatives, with an emphasis on problem solving, teamwork, and total quality management. The work-based learning provides hands-on production type experiences to see the application of the related instruction. Up to 6 Advanced Standing college credits are earned.

### **Information Technology Prerequisite: Junior standing, Program application & approval.**

The newest youth apprenticeship program is Information Technology. Students will have the opportunity to work in this rapidly growing, high demand career field. Coursework prepares students for the option of completing A+ and Network+ industry based certifications. Units of study include: Computer Concepts Competencies—career options, social issues, information processing cycles and systems, office applications, file maintenance procedures and operator systems commands. Hardware/Software Competencies- analyze compatibility, installation procedures, troubleshoot problems, assemble and test microcomputers. Documentation/Technical Writing – adhere to documentation guidelines and standards from industry and the organization, analyze, interpret, compose, and edit computer system information to develop end-user and technical documentation. Networking – troubleshoot LAN/WAN problems, setup and configure workstations and components, define network topologies. Web – (optional)from using the internet to creating and maintaining internal and external web pages. Programming – understand different computer programming languages and document the program development life cycle methodology.

### **Certified Construction Skills Prerequisite: Grade of “C” or better in Technology Education (1 credit – 2 terms) Junior year enrollment in Building Trades (Construction) TE3030 (1/2 credit – 1 term)**

This program offers students an opportunity to explore careers in construction including carpentry, electrical, mechanical, and plumbing trades. Instruction during the junior year will be at the high school and in the senior year with other Dane County students. Core curricula areas are basic safety, basic math, hand tools, power tools, blueprints, and rigging. The first course will integrate hands on activities along with speakers from the trades and student job shadowing. At the completion of the first year students will have the opportunity to work in an identified trade area of interest. Work based learning will begin the spring of the junior year, include summer employment, and extend through graduation with the possibility to continue in the trade area. Upon completion students will receive credit toward high school graduation and may qualify to test-out of the first year of a registered adult apprenticeship program in the specific trade.

### **Production Agriculture Prerequisite: Junior standing, program application & approval.**

This one or two-year program provides the opportunity for work-based learning, occupational instruction and academic education. As a youth apprentice you will earn an hourly wage while learning from skilled professionals. Upon completion you will receive your high school diploma and a Production Agriculture Skill Certificate from the Department of Workforce Development. Course work will include the following:

#### **Year 1 – Animal Science**

Topics include animal health, animal environments, anatomy and physiology, genetics and reproduction, animal feedstuffs, and job related safety. Learners will experience animal concepts through the completion of hands-on activities.

#### **– Introduction to Crops and Physiology and Morphology**

Topics include pollinating and propagating plants, germinating seeds, plant nutrients, and factors affecting photosynthesis, respiration, and transpiration. Learners will experience soils concepts and plant components and their functions through the completion of hands-on activities

#### **Year 2 – Ag Mechanics, Facilities and Materials Handling**

In this course learners will build mechanics skills including safety and emergency response, machinery operation, equipment adjustment, lubrication, tire service, fluid and electrical system service, machinery and equipment cleaning and storage, service records and equipment repair. These competencies will be practiced in the laboratory in simulated activities and performed directly on the farm.

#### **Dairy and Livestock Production**

In this course learners will develop the skills necessary for working in a dairy and/or livestock production facility. Areas of study include safety, facility environment, reproduction, feed management, bio-security, animal waste and milling. Competencies will be introduced in the classroom and performed directly on the farm.

After successful completion of the program, participants are eligible to receive up to 6 advanced standing credits at a Wisconsin technical institute and a Certificate of Occupational Proficiency.

### **Architecture Prerequisite: Junior standing, program application and approval.**

The architectural career field is broad and challenging. Architectural interns would help architects develop plans and develop architectural and structural features of buildings and structures. Architecture industry mentors are trained to teach youth apprentices the skills and knowledge needed to give them a head start in a related college major and find entry-level employment in the drafting and design/engineering industry. Youth Apprentices rotate through four major areas at the worksite and take related classroom instruction at a local high school, technical college, or the worksite. McFarland High school offers related courses in Architecture Design, Advanced Architecture Design, Building Trades (construction); Drafting I Design, and AutoCAD (Computer-Aided Drafting/Design) Drafting. After successful completion of the program, participants are eligible to receive up to 6 advanced standing credits at a Wisconsin technical institute and a Certificate of Occupational Proficiency.

### **Welding Prerequisite: Junior standing, program application and approval**

Youth apprentices are taught the skills and knowledge needed to find entry level employment in the welding industry. Youth apprentices rotate through up to four major areas at the worksite and take related classroom instruction at the local high school, technical college or at the worksite. The Welding Youth Apprenticeship consists of five complete courses. Students will be required to complete four of the courses. After successful completion of the requirements for a high school diploma and the school-based and work-based requirements for Youth Apprenticeship, the students receive a Certificate of Occupational Proficiency from the Department of Workforce Development. Students who complete the two-year Welding Youth Apprenticeship are eligible to receive six or more credits from a Wisconsin Technical College offering related associate degree programs.

**Firefighter** – By special arrangement. Please see Ms. Brady.

**Pharmacy Technician** – By special arrangement. Please see Ms. Brady.

**Veterinary Technician** - By special arrangement. Please see Ms. Brady.

## LEGAL NOTICES

The following legal notices are posted for you to read. They address issues of nondiscrimination and privacy. If you do not understand them, please call the principal's office or the district administrator's office with your questions.

### NOTICE OF NONDISCRIMINATION POLICY

**The School Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, disability, age (except as authorized by law), military status, or physical, mental, emotional, or learning disability in any of its student programs and activities.**

*Inquiries related to Section 504 of the Rehabilitation Act of 1973, s.118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972 should be directed to the District's Non-discrimination Officer at 608-838-4514 or 5101 Farwell Street, McFarland, WI 53558*

**MCFARLAND COMMUNITY  
SCHOOLS DISCRIMINATION  
COMPLAINT PROCEDURE**

If any person believes that McFarland Community Schools or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, and Section 504 or in some way discriminates on the basis of sex, race, color, creed, national origin, age, or handicap, he/she may bring forward a complaint to the District Office at the following address:

McFarland Community Schools  
5103 Farwell St.  
McFarland, WI 53558

**Informal Procedure**

The person who believes he/she has a valid basis for complaint shall discuss the concern with the Local Title IX or 504 Coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within two (2) days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed.

**Formal Grievance Procedure**

- STEP 1:** A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Local Title IX or 504 Coordinator within five (5) business days of receipt of the written reply to the formal complaint. The Coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days.
- STEP 2:** If the complainant wishes to appeal the decision of the Local Title IX or 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Local Coordinator's response to the grievance. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievance within ten (10) business days.
- STEP 3:** If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) days of his/her receipt of the Superintendent's response in STEP 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within fifteen (15) days of the receipt of the appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Secretary to each concerned party within ten (10) business days of this meeting.
- STEP 4:** If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20201.

## DIRECTORY INFORMATION

### McFarland High School Staff Telephone Extensions

If you know the extension for the person/department you are calling, dial 838-4500 and enter their extension.

#### MHS Administrative Staff

Mr. Jeffrey K. Finstad-Principal **838-4565**  
Ms. Anne Nichols-Associate Principal- **838-4566**  
Mr. David Piovchetti- Associate Principal- **838-4564**

#### MHS Office Staff

Ms. Katie Lowrey-**838-4500 ext. 4762**  
Ms. Julie Tavs-**838-4560**  
Ms. Rachel Bird-Johnson- **838-4500-ext. 4763**

#### Athletic Department

Mr. Paul Ackley-Athletic Director- **838-4568**

#### Police-School Liason

Officer John Miller - **838-4500-Ext. 4720**

#### Pool

Mr. Stu Schaefer - Director - **838-4500-Ext. 4714**

#### Attendance Reporting (24 Hours)

838-4500 - Once your call is answered, press Ext. 1 for "Attendance Information" and then press Ext. 1 again for McFarland High School

#### MHS District Admin.

Andrew Briddell- District Administrator - **838-3169**  
Ms. Melissa Pfohl –Director of Teaching and Learning - **838-4510**  
Mr. Bill Foust – Director of Building & Grounds **838-4519**  
Mr. Jeff Mahoney – Director of Business & Technology - **838-4520**  
Ms. Lauren Arango- Interim Director of Integrated Student Services - **838-4514**

#### Food Services

Ms. Barb Waara-Supervisor-**838-4521**

#### Nelson Bus Service

Mr. Doug Nelson – **205-9040**

#### K-12 School-To-Work Coordinator

Ms. Cindy Brady - **838-4500-Ext. 4709**

#### Student Services Office Staff

Ms. Janice Gerlach - School Counselor - **838-4540**  
Ms. Jackie Guenther- School Counselor - **838-4531**  
Ms. Angela Brunett- School Psychologist - **838-4543**  
Ms. Jess Luebke – Admin. Assistant – **838-4530**  
Guidance Office Fax – 838-4567

#### School Nurse

Ms. Alison Potter - School Nurse - **838-4500-Ext. 4761**

#### McFarland Community School Board

Mr. Arlyn Halvorson – President



Mr. Craig Howery – Vice President  
Mr. Tom Allen – Clerk  
Ms. Ann Molitor- member  
Ms. Kelly Cheramy- Treasurer

**Full staff directory can be found at: <http://www.mcfarland.k12.wi.us/mhs/mhs.php?id=0950>**