

McFARLAND HIGH SCHOOL

COURSE GUIDE

2025-2026



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Things to Consider When Registering for Classes

Extended Educational Opportunities at McFarland High School

Advanced Placement (AP) Courses:

- AP Biology
- AP Chemistry
- AP Computer Science
- AP Calculus AB
- AP Calculus BC
- AP Composition
- AP Economics
- AP World History
- AP Literature
- AP Physics
- AP Psychology
- AP United States Government
- AP U.S. History

Early College Credit Program/Start College Now

These programs allow public high school juniors and seniors who meet certain requirements to take classes at a post-secondary institution. The 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, the student can receive both high school and college credit upon successful completion of the course.

If a student drops or fails a course taken through Early College Credit Program/Start College Now programs, the student is responsible for reimbursing the school district for the cost of the course and any textbook/course supplies.

3 credits of a college course=1 high school credit at MHS

Early College Credit Program/Start College Now applications are due October 1st for Spring courses and are due March 1st for fall courses.

- [Start College Now Application](#)
- [Early College Credit Program Application](#)

Work Release

Junior and Seniors who are employed for an average of 8+ hours a week are eligible to receive .5 credits a semester through work release. They also may be eligible for release time for up to 2 blocks a semester.

Youth Apprenticeship

Students must apply for this learning opportunity. A prospective Youth Apprenticeship meeting will be held in the first or second semester. Attendance is mandatory for participation in the Youth Apprenticeship program. Students are required to provide their own transportation to class and the worksite during the day. Students enrolled in the Youth Apprenticeship program must also be enrolled in concurrent courses at the high school or through the Youth Apprenticeship program. The Youth Apprenticeship Program is a unique opportunity for Juniors and Seniors to start preparing for a career while still in high school. The one or two-year program provides the opportunity for work-based learning, occupational instruction and academic education. As a youth apprentice, students will earn an hourly wage while learning from skilled professionals. While enrolled in the Youth Apprenticeship program, students will develop academic and occupational skills necessary for employment. Students must concurrently enroll in a course related to their Apprenticeship. Students must complete: 450 hours of on-the-job experience during the year, all meeting and course work requirements, and a skills portfolio in order to earn 1.0 credit per semester.

Youth Apprenticeship Program Areas

Agriculture/Vet Tech

The agriculture and natural resources industry offers a variety of potential worksite possibilities including farms, landscaping businesses, floral shops, veterinarian clinics, and water treatment facilities.

Architecture and Construction

In this industry, worksites vary from being immersed in large architectural firms to working within local construction companies or the opportunity to be trained by trade specialists. Earnings in this career are higher than average and it offers more opportunities than other industries for individuals to run their own business.

Arts, AV Technology and Communications

The Arts, A/V Technology and Communications Career Cluster — Printing Technology Pathway careers range from graphic designers to press operators to customer service representatives and sales.

Finance

The finance industry offers a variety of potential worksite options including accounting departments, financial service institutions, and insurance companies. Due to expanding operations offering a wider range of services, the financial industry will need to attract qualified and employees to meet the needs of customers.

Health Science

The outlooks for careers in medical and health fields is strong and growing. Potential worksites include long term care residential facilities, medical and dental offices, and pharmacies.

Hospitality and Tourism

Worksites for this cluster include the restaurant industry, tourism industry, lodging industry, travel companies, museums and amusement parks. The leisure and hospitality sector has made up a large percentage of employment in Wisconsin and offers growth.

Information Technology

IT functions are universal in all types of businesses and industries. This cluster is amongst the largest and fastest source of employment growth in Wisconsin, with companies looking to employ talent to serve both US and global markets.

Manufacturing

The manufacturing career cluster is the engine that drives American prosperity. Manufacturing is one of the largest employment sectors in Wisconsin and requires a high number of technically skilled employees to drive innovation within our state.

Marketing

Marketing industries comprise establishments engaged in a wide variety of industries and sectors. Marketing activities in each of the industries can include selling, merchandising, research and development, communications, and marketing management.

Science, Technology, Engineering and Math

Given the critical nature of STEM career fields, job possibilities are plentiful even in times of economic downturn. STEM YA offers both engineering and biotechnology opportunities.

Transportation, Distribution, and Logistics/Automotive

Technology will continue to streamline and transform the logistics and distribution industry. Employment in the automotive repair sector is expected to increase due to the sophistication and dependency on electronic controls and systems in motor vehicles requiring skilled professionals. This apprenticeship focuses on logistics, auto collision, auto technician, or diesel technician pathways.

Industry Certifications in Career and Technical Education

Many of our Career and Technical Education courses offer special industry recognized certifications. All completers of the Youth Apprenticeship program will receive industry recognition. Additional certifications that students can receive include:

Business/Marketing

- Computer Applications--Microsoft Office Suite Certification
- Marketing I--Dual credit--receive 3 credits at Madison College in Principles of Marketing
- A'S'K (business and marketing) certifications

Family and Consumer Science

- ServSafe
- ProStart

Health Science

- CPR/First Aid
- Certified Nursing Assistant

Technology Education

- OSHA certification
- First Aid Certification
- NCCER (National Center for Construction Education & Research) certification
- AYES Certificate for Auto Mechanic Training

Students should check with the teachers of these classes so they understand how one may obtain dual credit or industry recognized certifications.

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 online courses.

For more information, parents and students may contact Ms. Mary Donogan, Advanced Learner Resource teacher at Ext. 4537. General information is available on the program website at http://www.mcfarland.k12.wi.us/msd/parents/fp_gt.php

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 a 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. There are also many people at MHS who are ready to help you navigate options for your future.

These key individuals are listed below:

| | | |
|---|--|---|
| Ms. Jackie Guenther (ext. 4531), School Counselor (A-K) | Mr. Adam Rosencrans (ext. 4542) School Counselor (H-Q) | Ms. Beth Canfield (ext. 4540), School Counselor (R-Z) |
| Ms. Penny Thompson (ext. 4709), School To Career Services | Ms. Mary Donogan (ext. 4537), Advanced Learner Resources | |

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.

Students are responsible for scheduling classes that equal at least seven credits each year. Take time to select your courses, and do so 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!

Academic and Career Planning

The McFarland School District utilizes Xello to engage students in their Academic and Career Planning. Xello is an online program that assists students in their college and career planning by transforming their aspirations into personalized, actionable plans for academic and future success. Please reference "[Welcome to Xello](#)" if you would like more information on Xello. Students log-in to Xello with their mcfsd.org email and password - [Xello Login](#).

Please see [McFarland School District's Academic and Career Planning Scope and Sequence](#) for ACP student learning outcomes for grades 6-12.

Alternative Course Options

Students seeking alternative course options should schedule a time to connect with their assigned school counselor. Our counselors are very knowledgeable about the options available and are willing and able to talk through these options with students.

Global Scholar Program

The Wisconsin Global Scholars Program, a nationally-recognized program designed to improve global learning across the curriculum in an effort to prepare all students to be workforce-, world-, and life-ready with global competence. Upon successful completion of program requirements, students become Global Scholars and receive an official Certificate of Global Competence from the Wisconsin Department of Public Instruction.

Global Scholars develop global competence through the following program requirements:

- Four credits of sustained learning in a world language or evidence of language proficiency at or above Intermediate High on the ACTFL scale. (Language learners may also be interested in pursuing a Wisconsin Seal of Biliteracy.)
- Four credits of coursework designed to facilitate global learning. (Courses submitted by districts to DPI for review and approval through program application and revision process.)
- Eight reflections on global learning and cultural literacy development through reading 4 or more books (fiction or nonfiction), and including up to 4 learning experiences through art, music, films, podcasts, and community-based cultural events.
- Active participation/leadership in four, or more, school-based extracurricular and special events with a global focus.
- Twenty or more hours of service learning projects related to a global issue.

See the [MHS Global Scholar Program website](#) for more information about coursework, program requirements, and how to sign up!

Career Clusters

The National Career Cluster framework functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career. Below are the 16 career cluster pathways.

[Agriculture, Food & Natural Resources](#)

[Architecture & Construction](#)

[Arts, AV & Communication](#)

[Business Management & Administration](#)

[Education & Training](#)

[Finance](#)

[Government & Public Administration](#)

[Health Science](#)

[Hospitality & Tourism](#)

[Human Services](#)

[Information Technology](#)

[Law, Public Safety, Corrections & Security](#)

[Manufacturing](#)

[Marketing](#)

[Science, Technology, Engineering & Mathematics](#)

[Transportation, Distribution & Logistics](#)

McFarland High School Graduation Requirements

Required Credits Include:

| | |
|--|-------------|
| English: (English 9, 10, 11 & Senior Seminar/Senior Capstone required) <i>Students may choose either English 11 or AP Composition their junior year and can choose either Senior Seminar or AP Literature their senior year.</i> | 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 or Advanced Biology required freshman year and then ½ Chemistry, ½ Physics and 1 credit elective) | 3 credits |
| Physical Education: (Fitness Foundations either 9th or 10th grade year, then 1 credit of electives) | 1.5 credits |

| | |
|--|-------------------|
| Career/Technical Education (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 World Language) | 1 credit |
| Health | ½ credit |
| Electives | 9 credits |
| Total Credit Requirement | 26 credits |

*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 Portfolio (will be completed in advisory and in their Senior English courses) and a Senior Exit Interview

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 their parent(s) or guardian of the student's progress.
3. Provide a basis for bringing about change in student performance if such a 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.

A=Mastery 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

Cum Laude Status Recognition

From the Latin with honor, seniors who have achieved academic excellence will be recognized with an honor stole to be worn over their gowns. Stoles will be awarded based on the following cumulative grade point averages from the first semester of a student's senior year.

- Summa Cum Laude: 3.9 & above (Blue stole)
- Magna Cum Laude: 3.7-3.89 (White stole)
- Cum Laude: 3.5-3.69 (Silver stole)

NCAA Initial Eligibility Clearinghouse

McFarland High School Students who plan to participate in NCAA intercollegiate 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. Please see Beth Canfield in Student Services if you have NCAA questions.

McFarland High School Add/Drop Policy 2025/2026

| Deadline | Action |
|---|--|
| Friday, June 20th, 2025 | Deadline to submit a course selection change a for the 2024-2025 school year <i>After the June 20th deadline, the next opportunity to request a schedule change will be on the 2nd day of the semester, once all students have followed their full A day and B day.</i> |
| Monday, August 25, 2025 | 1st semester schedules viewable in Infinite Campus |
| Wednesday, September 3, 2025 | Digital add/drop form emailed to students |
| Friday, September 5, 2025 | Digital add/drop form due, closes at 3:30PM |
| Friday, October 10, 2025 (6th week deadline) | Students who do not already have a study hall, may drop a class until the end of the 6th week of the semester with no penalty. |
| Monday, December 1, 2025 | 2nd semester schedules viewable in Infinite Campus. Digital add/drop form emailed to students |
| Friday, December 5, 2025 | Digital add/drop form due, closes at 3:30PM <i>After the December 15th deadline, the next opportunity to request a schedule change will be on the 2nd day of the semester, once all students have followed their full A day and B day.</i> |
| Tuesday, January 27, 2026 | Digital add/drop form emailed to students |
| Friday, January 30st, 2026 | Digital add/drop form due, closes at 3:30PM |
| Friday, March 6, 2026 (6th week deadline) | Students who do not already have a study hall, may drop a class until the end of the 6th week of the semester with no penalty. |

Students must follow their schedule until they receive a confirmation from their counselor whether or not the change can be made.

We will not change schedules for teacher preference, lunch preference, or to join a peer in a class.

Schedule changes must meet one of the following criteria:

- **Retaking class due to previously failing**
- **Does not meet the prerequisites**
- **Changes needed to access Start College Now, Early College Credit Program, or Youth Apprenticeship**
- **ACP Mismatch (student will explain rationale on Schedule Change form)**
- **Extenuating circumstances with documentation (e.g. health concerns)**

Exceptions to the above add/drop deadlines:

Students who need to add or drop courses due to joining a program such as Work Experience, Alternative Education Programming, Youth Apprenticeship, Start College Now, Early College Credit, or other similar programs will be allowed to make schedule adjustments per their counselor or program coordinator.

Course Offerings

| Art Education | | |
|-------------------------------------|----------------------|---|
| Art Education | Credits | Fee* |
| Art 1 Painting and Drawing | ½ Credit: 1 Semester | \$15.00 |
| Art 1 Metals and Sculpture | ½ Credit: 1 Semester | \$15.00 |
| Art 2 Painting and Drawing | ½ Credit: 1 Semester | \$20.00 |
| Art 2 Ceramics | ½ Credit: 1 Semester | \$20.00 |
| Art 2 Metals and Sculpture | ½ Credit: 1 Semester | \$20.00, plus additional if working with silver |
| Art 3 Advanced Drawing and Painting | ½ Credit: 1 Semester | \$25.00 |
| Art 3 Advanced Ceramics | ½ Credit: 1 Semester | \$25.00 |
| Art 3 Advanced Metals and Sculpture | ½ Credit: 1 Semester | \$25.00, plus additional if working with silver |
| Art 4 Advanced Art Seminar | ½ Credit: 1 Semester | \$30.00 |
| Graphic Design | ½ Credit: 1 Semester | \$20.00 |
| Interior Design | ½ Credit: 1 Semester | \$15.00 |
| Photography I | ½ Credit: 1 Semester | \$40.00 |
| Advanced Photography | ½ Credit: 1 Semester | \$45.00 |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

Art 1 Painting and Drawing

Prerequisite: None

This course is a basic studio study of 2D art materials and the elements of design that are involved in using a variety of media. Art 1-2D will explore a variety of drawing media and painting. 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. Students must earn a C or better to continue on to the advanced art classes.

Art 1 Metals and Sculpture

Prerequisite: None

This course is a basic studio study of 3D art materials and the principles of design. Art 1-3D 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. Students must earn a C or better to continue on to the advanced art classes.

Art 2 Painting and Drawing

Prerequisite: Art 1-2D (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 2 Metals and Sculpture

Prerequisite: Art 1-3D (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 by building, carving and soldering to achieve high quality crafted products. Students will also develop their skills in the use of special tools concerning metals and sculpture.

Art 3 Advanced Drawing & Painting

Prerequisite: Art 1-2D & Art 2-2D Drawing & 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 drawing and painting. Students will further develop their skill in drawing and painting. Acrylic, oil paint, graphite, charcoal, ink and watercolor are some of the mediums students may also experience in Art 3 drawing and painting. Discussion, assignments, and presentations on various art history topics will also be an integral part of the course.

Art 3 Advanced Metals & Sculpture

Prerequisite: Art 1-3D & Art 2-3D 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 Metals and Sculpture. 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 Metals and Sculpture with an even greater emphasis on creativity and technical skill.

Art IV Advanced Art Seminar

Prerequisite: Junior or Senior standing and Art 1-2D, Art 2-2D & Art 3-2D Drawing & Painting or Art 1-3D, Art 2-3D & Art 3-3D Metals and Sculpture (Grade of C or better)

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

Art 2 Ceramics

Prerequisite: Art 1-3D (Grade of C or better)

Students in this course work independently or in small groups to complete 4 self-paced units. Units of study focus on thinking and behaving like an artist. Students are encouraged to use a wide variety of materials and cover a range of subject matter. While technical artistic skills are practiced and required in this course, emphasis is put on problem solving, exploring and showing growth. After completing the 4 required units students will create their own goals and learning outcomes. Students will make their own choices in their learning and be expected to track their own progress, reflect daily and present their work to others.

Art 3 Advanced Ceramics

Prerequisite: Art 1-3D & Art 2 Ceramics

Students in this course work independently or in small groups to complete 4 self-paced units. Units of study focus on thinking and behaving like an artist. Students are encouraged to use a wide variety of materials and cover a range of subject matter. While technical artistic skills are practiced and required in this course, emphasis is put on problem solving, exploring and showing growth. After completing the 4 required units students will

create their own goals and learning outcomes. Students will make their own choices in their learning and be expected to track their own progress, reflect daily and present their work to others.

Graphic Design

Prerequisite: Sophomore, Junior or Senior standing

Graphic Design 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 but students may work with other programs included in the Adobe Suite such as Illustrator.

Interior Design

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 field trips.

Photography 1

Prerequisite: Sophomore to Senior standing

Photography provides students with the basic knowledge of digital photography. This class primarily focuses on basic photo compositional design and layout used in digital photography. Students will use their digital photographs in conjunction with the program Adobe 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 digital single lens reflex cameras along with the program Adobe Photoshop.

Advanced Photography

Prerequisite: Photography 1, Sophomore to Senior standing; earned a C or better in Photography 1

Advanced photography provides students with a more in-depth look at traditional and digital photography. Students will focus on developing their skills with digital photography as well as more advanced rendering techniques in Photoshop. 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 learn about the traditional photo developing process using pinhole cameras, use digital single lens reflex cameras along with Adobe Photoshop to manipulate images.

Youth Apprenticeship is for juniors and seniors who have developed an interest in a career pathway through MHS coursework and want further career exploration through mentored employment in that pathway. The following program areas relate to our Art department:

- **ARTS, A/V TECHNOLOGY AND COMMUNICATIONS YOUTH APPRENTICESHIP**

| Business and Marketing Education | | |
|---|----------------------|-------------|
| Business Education | Credits | Fee* |
| Keyboarding and Online Tools | ½ Credit: 1 Semester | None |

| | | |
|--|-----------------------|------|
| Dual Credit through Madison College | | |
| Accounting 1 | 1 Credit: 2 Semesters | None |
| Business Management and Finance | ½ Credit: 1 Semester | None |
| Accounting 2 | 1 Credit: 2 Semesters | None |
| Exploring Business and Marketing | ½ Credit: 1 Semester | None |
| Personal Finance | ½ Credit: 1 Semester | None |
| Personal and Business Law | ½ Credit: 1 Semester | None |
| Business Applications (Dual Credit through Madison College) | ½ Credit: 1 Semester | None |
| Digital Marketing and Media | ½ Credit: 1 Semester | None |
| Entrepreneurship (Dual Credit through Madison College) | ½ Credit: 1 Semester | None |
| Marketing Merchandising and Retailing | ½ Credit: 1 Semester | None |
| Marketing 1 (Dual Credit through Madison College) | 1 Credit: 2 Semesters | None |
| Marketing 2 (Dual Credit through Madison College) | 1 Credit: 2 Semester | None |
| Business Leadership and Culture | ½ Credit: 1 Semesters | None |
| Spartan Headquarters: Marketing and Finance (Dual Credit through Madison College) | 1 credit: 2 Semesters | \$20 |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

*Here is the link to Dual Credit Courses offered at MHS and their descriptions: [Dual Credit for High School Students | Madison College](#)

Accounting 1

Prerequisite: Sophomore standing

Does your future include a degree in business, marketing, management, finance, or even cosmetology? No matter what field you go into, an accounting course will likely be required. Why not learn the basics of accounting in high school to help prepare you for a future accounting class. Accounting has many benefits, regardless of your career choice. Students will work through the financial accounting cycle, create and analyze

financial reports, and produce payroll for a sole proprietorship. This class provides a combination of manual accounting systems and computerized activities using spreadsheet software. Watch [this video](#) to learn more about this course.

Business Management and Finance

Prerequisite: Junior standing

Business Management and Finance equips students with essential skills in planning, organizing, leading, and controlling organizations while integrating principles of management theory, project management, and financial analysis. Additionally, students will gain insight into human resource management concepts, including workforce planning and talent development, alongside project management techniques like resource allocation and risk assessment. Watch [this video](#) to learn more about this course.

Accounting 2

Prerequisite: Accounting 1

College professors will attest that students who take accounting in high school are much better prepared for the fast paced introductory level accounting classes all business majors must take. Continue to develop on the skills from Accounting 1 and learn new skills including analyzing financial statements for a corporation, how businesses plan for their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers so they can evaluate the results of those decisions. Students will also explore accounting practices for adjustments and valuations of corporations including developing year-end financial reports for shareholders. Watch [this video](#) to learn more about this course.

Business Leadership and Culture

Prerequisite: None--recommended for Freshman and Sophomores

Businesses everywhere focus on culture, leadership and mindset each day. Do you see yourself becoming captain of a sports team, officer in a club? If so, this course will help you develop the skills needed to be successful. Everyone can learn these core aspects of how to foster a positive culture and become a leader. This course is highly recommended for students who want to get involved in school, activities, or the community. Students will examine the characteristics of successful leaders in the field of business, education, and athletics and learn what practices got them to the top of their craft. The purpose of this course is to foster and further develop leadership and communication skills. Watch [this video](#) to learn more about this course.

Exploring Business and Marketing

Prerequisite: None--recommended for Freshman and Sophomores

Curious about the world of business and marketing? Wondering how MHS will prepare you for a degree/career in business and marketing? Exploring Business and Marketing will give you fundamental knowledge about how the world of business touches so much of our everyday lives. Students will be introduced to most of the classes and tracks that are offered in the business and marketing department. Watch [this video](#) to learn more about this course.

Personal Finance

Prerequisite: Junior and Senior standing

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: budget, financial institution services and account management, paycheck and tax knowledge, investments for short term and long term horizons, establishing and maintaining personal lines of credit including loans and credit cards, insurance and critical consumerism. Skills developed in this class will be practical for everyday survival as an adult. This course is a must for students interested in securing a solid financial foundation. Watch [this video](#) to learn more about this course.

Personal and Business Law

Prerequisite: Sophomore, Junior, or Senior standing

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. Watch [this video](#) to learn more about this course.

Business Applications (Dual Credit through Madison College)

Prerequisite: None

Explore the world of Microsoft Office Suite Applications with our Business Applications course. Focused on Excel, PowerPoint and Word. These programs offer hands-on learning, providing students with practical skills in document creation, data analysis, and presentation design. Successful completion earns students 3 credits from Madison College. This course opens the door to Microsoft Office Certification Exams, globally recognized validations of their expertise. The course combines technical proficiency with industry-relevant skills, preparing students for success in a competitive job market. Join us to gain a comprehensive understanding of Microsoft Office Suite applications and position yourself for success in the professional realm.

Digital Marketing and Media

Prerequisite: None

Technology is found in all businesses and it's important to understand, adapt, and use your skills in an efficient and effective manner. Digital Marketing and Media will allow students to advance their technology skills in multiple areas. Students will be able to analyze and create Desktop Publishing documents for real businesses to use. Students will gain experience and knowledge in video editing software, as well as social media live platforms. Emphasis is placed on digital editing techniques, effects, audio, graphics, and titling. This class will evolve to incorporate current trends of technology in the industry. Students can also take the challenge to problem solve and advance their Microsoft Office skills by completing the expert level exams in Powerpoint, Word, and Excel. Watch [this video](#) to learn more about this course

Keyboarding and Online Tools (Dual Credit through Madison College)

Prerequisite: None

Do you currently type at least 60 words per minute with over 95% accuracy? Statistics show that this is the necessary speed and accuracy to be successful in college and can be very helpful in high school. Keyboarding and Online Tools is the perfect opportunity for students who would like to increase their keyboarding speed and learn about the many online applications available to modify pictures, create videos, and present online. Focusing on mastering Google Slides, Google Sheets, and Google Docs, students will engage in hands-on projects to develop expertise in creating visually appealing presentations, analyzing data with spreadsheets, and collaborative document creation. The curriculum integrates these skills into real-world scenarios, promoting critical thinking and creativity. Assessments include individual and group projects, participation, and practical evaluations. College and high school will be a busy time, no need to spend extra time typing those many multi-paged papers.

Entrepreneurship (Dual Credit through Madison College)

Prerequisite: Sophomore, Junior, or Senior standing

Are you interested in designing and operating your own business along with growing the American economy? Well, there is a lot of work that goes into it! This project-oriented course will begin day one with a "hands-on" approach to creating a business of your own. Numerous video links and guest speakers will enhance the class by sharing their success and failures from business ventures they have tried. 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. Watch [this video](#) to learn more about this course.

Marketing Merchandising and Retailing

Prerequisite: Sophomore, Junior, or Senior standing

Marketing Merchandising and Retailing 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. Throughout this course, students will change our school store into a learning laboratory! Students will learn skills in developing and starting a retail business and learn retail business functions. Students will serve as the school store management team, making important decisions that change the operations of the enterprise. Students will also learn the skills and attitudes required in any job. They will study store design and visual merchandising, promotion, and advertising. Careers in Management and Entrepreneurship will be focused on throughout the course. Watch [this video](#) to learn more about this course.

Marketing 1—Foundations of Marketing (Dual Credit through Madison College)

Prerequisite: Sophomore, Junior, or Senior standing

Do you ever wonder why companies use different advertising campaigns, or why products are continually changed or adapted? Then this is the class for you! This class teaches students the fundamentals of marketing in our society. Students will become familiar with the six clusters of marketing, marketing strategy, understanding consumer behavior, and developing a product for the marketplace. Special emphasis will be placed on sales, promotion, and advertising. This class will be project based and students will have the opportunity to use their creativity and apply their business knowledge in productive ways. This course is offered as a Dual Credit Marketing Class through Madison College. Earn up to 3 credits! Watch [this video](#) to learn more about this course.

Marketing 2 (Dual Credit through Madison College)

Prerequisite: Marketing 1, Junior or Senior standing

This course will look at the core careers within the Marketing Pathway. Units in this course will cover Social Media Marketing, Business to Business Marketing, Sports and Entertainment Marketing, International Marketing and Hospitality/Tourism Marketing. Social media has transformed advertising from long term mass medium to a one-to-one communication utilizing almost instant feedback. How businesses are using social media as advertising tools as well as how to create and deploy a social media campaign is imperative to any business. The hospitality and tourism industry is a multimillion dollar industry that focuses on restaurants, hotels, and tourism marketing. Throughout this unit students will develop marketing campaigns highlighting the tourism industry, create their own restaurant, and more. Business to Business Marketing is a fast paced industry focusing on sales and direct marketing. Very different from consumer advertising, the focus will be on trade shows, personal sales, and presentations. Sports and entertainment marketing is a multibillion dollar industry worldwide. The sports industry has brought together sports and corporate America to create a dynamic partnership. Watch [this video](#) to learn more about this course.

Spartan Headquarters: Marketing and Finance (Dual Credit through Madison College)

Prerequisite: 1 Credit in Business or Marketing, Junior and Senior Standing

Spartan Headquarters: Marketing and Finance will provide students the opportunity to expand their knowledge while they design, build, market, and sell products with the ultimate goal of making a profit. Students will use the design process and analyze market, business, and sales trends to determine success and make recommendations for future years. Students will have the opportunity to create a dynamic marketplace including vendor events, online sales, retail store, and direct to consumer. Students must have completed one credit in any of the marketing and business courses prior to enrolling in the course. Students completing this course will be eligible to apply for a scholarship from the revenue created from the products developed. Watch [this video](#) to learn more about this course.

Youth Apprenticeship is for juniors and seniors who have developed an interest in a career pathway through MHS coursework and want further career exploration through mentored employment in that pathway. The following program areas relate to our Business and Marketing department:

- **FINANCE YOUTH APPRENTICESHIP**
- **HOSPITALITY, LODGING, OR TOURISM YOUTH APPRENTICESHIP**
- **MARKETING YOUTH APPRENTICESHIP**

DECA

An association of marketing students: is a local, state, and nation 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 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 \$30.00.**

| Computer Studies | | |
|---|-----------------------|------|
| Computer Studies | Credits | Fee |
| Programming | ½ Credit: 1 Semester | None |
| Computer Science and Software Engineering | 1 Credit: 2 Semesters | None |
| Web Design | ½ Credit: 1 Semester | None |

| | | |
|------------------------|----------------------|------|
| A+ Computer Technology | ½ Credit: 1 Semester | None |
|------------------------|----------------------|------|

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

Programming

Prerequisite: None

Students learn the fundamentals of OOP (Object Oriented Programming) using JAVA. It is intended for those students who are interested in pursuing a career in computer 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 ApplInventor 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: Sophomore, Junior or Senior standing

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 tests 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.

INFORMATION TECHNOLOGY

A rigorous one or two-year program includes a pathway for students entering 11th and/or 12th grade who are interested in occupational class work that combines academic and technical studies with mentored, on-the-job training at a local business.

| English | | |
|------------|-----------------------|------|
| English | Credits | Fee* |
| English 9 | 1 Credit: 2 Semesters | None |
| English 10 | 1 Credit: 2 Semesters | None |
| English 11 | 1 Credit: 2 Semester | None |

| | | |
|---|--|---------|
| English 12 Select Two: Capstone Fantasy and Science Fiction Historical Literature Multi-Genre Mystery and Suspense Sports Literature | 0.5 credits each *Please choose two topics: One each semester or double up and take both in one semester | None |
| AP Literature | 1 Credit | \$25 |
| AP Language and Composition | 1 Credit: 2 Semesters | \$21.00 |
| English as a Second Language | ½ Credit: 1 Semester | None |
| Writer's Workshop | ½ Credit: 1 Semester | None |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

English 9

Required of all freshmen

The course is required of all freshmen and 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 of all sophomores

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 English 11. 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.

English 11

Required for junior standing students not enrolled in AP Language and Composition

This course will help students continue to grow as readers, writers and communicators. Students will evaluate, interpret, and synthesize the relationship of multiple themes in a work of literature. Students will begin to deepen their understanding of the rhetorical situation, and learn how to be more critical consumers and arguers through the study of informational and other non-fiction texts. Students will be able to grow stylistically as writers by making their own writing choices to enhance their subject and claims, as well as continue to develop their discussion skills.

English 12

Required for senior standing students not enrolled in AP Literature

Humans are lifelong learners: We never stop strengthening our skills or gaining new knowledge. Students will be asked to demonstrate and hone their skills in reading, writing, presenting, and collaborating. All courses are aligned to state standards and will blend reading, writing, and presentation skills. Students will select **two** of the following semester-long options to complete the required English credits for senior year.

English 12: Sports Literature

Students who select this content focus will complete the assessments of senior standards using texts and resources connected to sports and their connection to the human experience.

English 12: Historical Literature

Students who select this content focus will complete the assessments of senior standards using texts and resources that conduct a fictionalized retelling of historical events and their connection to the human experience.

English 12: Fantasy and Science Fiction

Students who select this content focus will complete the assessments of senior standards using texts and resources set in fantasy and futuristic worlds and themes.

English 12: Multi-Genre

Students who select this content focus will complete the assessments of senior standards using a variety of texts that explore the human condition.

English 12: Mystery and Suspense

Students who select this content focus will complete the assessments of senior standards using a variety of texts that explore how authors create tension.

English 12: Capstone

Students who select this course will complete a semester-long, research experience, and set the pathway to recognizing who they are as a lifelong learner. Students will learn to transfer their literacy skills to any discipline of study they choose. Students will navigate the phases of a capstone from observation to contribution by conducting a needs assessment survey, writing a formal research proposal, and creating a product. At the end of the semester, students will complete a formal defense of their work.

Writer's Workshop

Prerequisite: sophomore, junior or senior standing

Students who are passionate and deeply interested in displaying imagination, invention and determining their own learning standards within their expressive reflective writing should elect to take Writer's Workshop. Students will be expected to make intentional craft choices through workshop techniques: teacher and peer conferences, mentor text study, mini-lessons, and publication through performance or submission. Writing genres may include description, narration, fiction, drama, screenplay, children's literature, creative nonfiction, and/or poetry. **PLEASE NOTE: This course is elective and does not fulfill a graduation requirement for English; however, this course does count towards the fine arts credit requirement.**

AP Literature

Prerequisite: English 11 or AP Composition

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's 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 on several questions.

AP Language and Composition

Prerequisite: Successful completion of English 10. Students must complete a summer assignment prior to the start of the course.

NCAA Clearinghouse Approved, 1 Credit: 2 Terms: Fees: Approximately \$21.00 for books.

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 art of rhetoric, and how an awareness of rhetorical devices and strategies can aid in analysis and argumentation. 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 EL 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 Science | | |
|--|----------------------|---------|
| Introduction to Culinary | ½ Credit: 1 Semester | \$20.00 |
| Baking and Pastries | ½ Credit: 1 Semester | \$20.00 |
| Taste of Culture | ½ Credit: 1 Semester | \$20.00 |
| Advanced Culinary: Introduction to the Food Industry | ½ Credit: 1 Semester | \$20.00 |

| | | |
|----------------------|---|------|
| ProChef: Level I | ½ Credit: 1 Semester (Independent Study) | None |
| ProChef: Level II | ½ credit; 1 Semester (Independent Study) | None |
| Parents and Children | ½ credit: 1 Semester | None |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

A video explaining all of the culinary arts classes can be found [here](#)

Introduction to Culinary

Prerequisite: None

This course focuses on the basic food preparation skill you will use throughout your life. Nutrition principles are emphasized throughout this hands-on course. Food preparation skills learned in laboratory experiences include: mixing methods used in baking, cooking methods, knife techniques, kitchen and food safety, as well as utensils and tool identification. Units that will be studied are egg, dairy, starches, fruits, vegetables, proteins (chicken, ground beef, tofu and plant based substitutes), and quick breads. A basic, must have survival course for all high school students! Students are encouraged to join FCCLA (Family, Career, and Community Leaders of America) and develop leadership skills by participating in STAR competitive events and/or Skills USA culinary competitions.

Baking and Pastries:

Prerequisite: Successful completion, with a 'C' or above, in Culinary Basics; Sophomore, Junior or Senior standing

This course will build upon the skills learned in Culinary Basics. It is designed for the student 'foodie' with a career or personal interest in the preparation of quality food products from fresh/basic ingredients. The curriculum is hands-on and includes units in: career opportunities, industry trends, the impact of our food industry on the environment. Baking units will include: yeast breads, pastries and cookies. The dos and don'ts of entertaining will also be covered. Students are encouraged to join FCCLA (Family, Career, and Community Leaders of America) and develop leadership skills by participating in STAR competitive events and/or Skills USA culinary competitions.

Taste of Culture:

Prerequisite: Successful completion, with a 'C' or above, in Culinary Basics; Sophomore, Junior or Senior standing

Get ready for a culinary journey like no other in our "Taste of Culture" class! If you're a food enthusiast, an aspiring chef, or just someone who loves exploring different flavors, this is the course for you. Join us for an unforgettable semester where we'll dive into the heart of global cuisines, unraveling the delicious stories and traditions that make each dish unique. Hands-on practice of culinary techniques through weekly food labs will be an integral part of this course. Students are encouraged to join FCCLA (Family, Career, and Community Leaders of America) and develop leadership skills by participating in STAR competitive events and/or Skills USA culinary competitions.

Advanced Culinary: Introduction to the Food Industry

Prerequisite: Successful completion, with a 'C' or above, in Baking and Pastries or Taste of Culture

This class will shift into foods as a profession. It is designed for the student to achieve a complete understanding and solid foundation in culinary arts leading to post-secondary educational opportunities. You will be introduced to ProStart, the industry created path to a successful career in food related fields. Students will learn about the history of food service, food and workplace safety, working with customers, and the components of great service. Students will aspire to achieve their first industry certification, the Food Handler. Units that will be covered include: breakfast cookery, potatoes, grains and pastas, seafood, cakes & pies and ending with plating and garnishing. If you enjoy cooking competitions, the competitive side of ProStart is there for you to explore. Students are encouraged to join FCCLA (Family, Career, and Community Leaders of America) and develop leadership skills by participating in STAR competitive events and/or Skills USA culinary competitions.

Independent Study: ProChef: Level I

Prerequisite: Successful completion, with a 'C' or above, in Intro to the Food Industry; Junior or Senior standing

This class is designed to be a semester-long class and will focus on completing the requirements for the ProStart Level I program and refining skills needed in industry. This class will also include participation with industry training, such as the 'Hospitality Youth Apprenticeship program, where the student will spend part of the week working alongside a professional in the food industry. Students will learn about marketing, menu planning, food and labor costs, purchasing at a business level and how to manage people and build teams. The second industry certification, Food Handler, will be offered in this course. Students are encouraged to continue participating in the ProStart program and competitions to demonstrate their skills.

Independent Study: ProChef: Level II

Prerequisite: Successful completion of ProChef: Level I and **ProStart Level II; Junior or Senior standing

This class will continue to include participation with industry training, such as the 'Hospitality Youth Apprenticeship program. This is a semester-long program with the goal of completing the requirements in **ProStart Level II, and passing the exam to receive your Wisconsin and nationally recognized ProStart certification. This certification opens the door to scholarships, culinary schools and employment opportunities. It is also recognized throughout the food service industry and is a phenomenal resume builder.

Parents and Children

Prerequisite: sophomore, junior or senior standing

This class is a 'must have' for all high school students. It is designed for those who plan to become a parent in the future, have nieces and nephews, and/or work with children. The many phases of childhood and corresponding phases of parenthood are explored. Topics of study include: Teen Dating, Relationships, Prenatal development (including reproduction, pregnancy, and childbirth), Birth to Age 1 (including Baby simulation activities, caring for babies and early brain development), and Toddlers, ages 4-6. This is the perfect class to take if you are interested in careers that involve children, such as a child care provider, teacher, pediatrician, Child Life Specialist, and so much more. Learn more about the class [here](#)

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- **HOSPITALITY, LODGING AND TOURISM YOUTH APPRENTICESHIP**
- **CHILD DEVELOPMENT**

****ProStart Introduction Video**

Participation in ProStart is encouraged for students interested in preparing for careers in the hospitality industry.

| Health | | |
|--------|----------------------|------|
| Health | Credits | Fee |
| Health | ½ Credit: 1 Semester | None |

Health**Prerequisite: Required of 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.

The Human Growth and Development booklet and Scope and Sequence can be found online at www.mcfarland.k12.wi.us/district

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 Brett Jacobson, 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.

| Physical Education | | |
|--------------------|---------|------|
| Physical Education | Credits | Fee* |

| | | |
|--|----------------------|---------|
| Fitness Foundations 9/10 <i>(Students need to take Fitness Foundations either freshman OR sophomore year)</i> | ½ Credit: 1 Semester | \$12.50 |
| Lifetime Fitness | ½ Credit: 1 Semester | \$10.00 |
| Strength and Speed | ½ Credit: 1 Semester | \$5.00 |
| Fitness Through Sport | ½ Credit: 1 Semester | \$15.00 |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

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

Fitness Foundations 9/10

Prerequisite: None

Fitness Foundations encourages students to develop an individual optimal level of physical fitness and acquire knowledge of physical fitness concepts while emphasizing the role individual personalities and attitudes have on the physical, mental and social aspects of personal health. An effort is made to have students understand the reason for, value of and current techniques of many basic skills with an emphasis on orientation rules and safety procedures. It is the prerequisite and foundation of the McFarland High School Physical Education Program. Future successes may be based on the 9th/10th grade experience, known as Fitness Foundations.

Lifetime Fitness

Prerequisite: Sophomore, 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: Sophomore, 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: Sophomore, 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.

| Mathematics | | |
|----------------------|-----------------------|------|
| Math | Credits | Fees |
| Algebra 1 | 1 Credit: 2 Semesters | None |
| Geometry | 1 Credit: 2 Semesters | None |
| Intermediate Algebra | 1 Credit: 2 Semesters | None |
| Algebra 2 | 1 Credit: 2 Semesters | None |
| Precalculus | 1 Credit: 2 Semesters | None |
| Calculus A/B | 1 Credit: 2 Semesters | None |
| Statistics | 1 Credit: 2 Semesters | None |
| Global Math | 1 Credit: 2 Semesters | None |
| Trades Math | 1 Credit: 2 Semesters | None |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

Additional details:

- 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 in any course are recommended to repeat the course before moving on to the next level.
- Unless the math department and school counselor approves otherwise, students who fail the 2nd half of a math course are required to

repeat the entire course.

- **"Doubling Up":** While this isn't usually recommended, those students hoping to accelerate through the math progression by taking Geometry and Algebra 2 in the same year (typically their 10th grade year), will need to connect with their math teacher and school counselor to complete the necessary paperwork and receive the corresponding approval. Students will need to have displayed the appropriate skill level and work ethic needed to receive this approval.
- **Fuel Ed may not be used for Math acceleration/advancement purposes.** *Options for acceleration through the math course progression must be explored with both your current math teacher and counselor.*
- **Calculators in Mathematics at MHS** The scientific calculator we recommend is the TI-30 XIIS. These will be sufficient for Algebra 1, Geometry, and Algebra 2. The graphing calculator we recommend is the Texas Instruments Graphing Calculator (specifically the TI-84 Plus CE, or any TI-84 series calculator). These will be necessary for anything beyond Algebra 1, Geometry and Algebra 2 and may also be used in Algebra 1 and Geometry.

Course Options:

Algebra 1

Prerequisite: Recommendation by 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, systems of equations, statistics, and probability. Success in subsequent math classes is dependent upon the knowledge and skills acquired while enrolled in Algebra 1.

Geometry

Prerequisite: Recommendation by Eighth Grade Math Teacher for freshmen. 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.

Intermediate Algebra

Prerequisite: Successful completion of Algebra 1 and Geometry with a C or lower

This course will review topics taught in Algebra 1 and Geometry as well as introduce basic concepts that will be taught in Algebra 2. The purpose of this course is to help students prepare for Algebra 2. The units of study will include quadratic equations, systems of equations, exponential and logarithmic functions, function transformations, trigonometry, and rational functions.

Algebra 2

Prerequisite: Successful completion of Algebra 1 and Geometry with a BC or higher

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.

Statistics and Probability

Prerequisite: Successful completion of Algebra 2

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 calculator is strongly encouraged for most units and tests. This class may be taken concurrently with other math courses beyond Geometry. While this is not an AP course, students will practice and be assessed on all content that would prepare them for the AP Statistics test in May and any student interested in taking the AP Statistics test will be encouraged to do so. Calculator is necessary.

Pre-Calculus

Prerequisite: Successful completion of Algebra 2 with a C or better

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.

AP Calculus AB

Prerequisite: Successful completion of Precalculus

This course is for any 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 in May upon completion of the course.

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

The goal of Global Math is to provide students with an understanding of how Mathematics has played a role in cultures around the world and the contributions of each culture. Typically in Math classes we learn about the ideas and discoveries of the European Mathematicians and do not have the opportunity to see Mathematics as a Global language and system practiced around the world. Topics include ancient number systems and explorations of the history of Chinese, Indian, Arabic, Mayan, Babylonian, and European Mathematics. Students will also have the opportunity to use Mathematics to identify and try to solve an issue of local, regional, and/or global significance.

Trades Math**Prerequisite: Successful completion of Algebra 1, 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. 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 |
| Chorale | 1 Credit: 2 Semesters | \$10 |
| Chromatic Choir | 1 Credit: 2 Semesters | \$10 |
| A Cappella Choir | 1 Credit: 2 Semesters | \$10 |
| BlueNotes | ½ Credit: 2 Semesters | \$12 |
| Concert Band | 1 Credit: 2 Semesters | \$25 |
| Symphonic Band | 1 Credit: 2 Semesters | \$25 |
| Wind Ensemble | 1 Credit: 2 Semesters | \$25 |
| Chamber Strings | 1 Credit: 2 Semesters | None |
| Philharmonic Orchestra | 1 Credit: 2 Semesters | None |
| Early Bird Jazz Ensemble | ½ Credit: 2 Semesters | None |
| Second Lake Jazz Ensemble | ½ Credit: 2 Semesters | None |

| | | |
|--------------------|--|------|
| Music Fundamentals | ½ Credit: 1 Semester | None |
| Music Theory | ½ Credit: 1 Semester | None |
| Musician's Studio | ½ Credit: 1 Semester/ 1 Credit: 2 Semesters | None |

***Fees: Choir- Solo-Ensemble Accompanist- \$20.00;**

Choir - \$10 robe dry cleaning

Band-\$25 uniform/music fee, Solo/Ensemble Accompanist-\$30, Instrumental Rental Fee- \$75.00

Chorale

Prerequisite: None

Chorale consists of 9th grade voices and builds upon the fundamental musical concepts learned in middle school, while establishing new techniques. The group performs at three required concerts per year. In addition to the required concerts, optional activities are provided such as: the MHS fall Choir Retreat, holiday performances at the Capitol Pageant, A Cappella groups, community concerts, and solo & ensemble participation.

Chromatic Choir

Prerequisite: None

Chromatic Choir consists of 10th grade voices and builds upon the fundamental musical concepts. The group performs at three required concerts per year, plus graduation. In addition to the required concerts, optional activities are provided such as: the MHS fall Choir Retreat, holiday performances at the Capitol Pageant, A Cappella groups, community concerts, and solo & ensemble participation.

A Cappella Choir

Prerequisite: Junior or Senior who received a B or better in previous choir or by Instructor Consent

This choir is composed of students who have demonstrated the musicianship needed to perform more advanced choral literature. Continued focus on technique, theory, and music literacy at an advanced level. The group performs at three required concerts per year, plus graduation. In addition to the required concerts, optional activities are provided such as: the MHS fall Choir Retreat, holiday performances at the Capitol Pageant, community concerts, A Cappella groups, guest appearances at other McFarland schools, and solo & ensemble participation.

BlueNotes

Prerequisite: By Audition, must be a member of a curricular choir

This is an opportunity for advanced choir students to perform vocal music at a high level. The group is a year-long commitment and focuses on contemporary popular a cappella, jazz, and several other choral genres/periods. 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 ASR. 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.

Concert Band

Prerequisite: None

This class is offered to 9th grade band students. Though it is geared toward those with middle school band experience, the course can be adjusted to meet the needs of first time band students. During the first term, emphasis is on preparation for marching band performances at home football games. Later in the first term and throughout the second term, students perform in several concerts, the solo ensemble festival, and receive individual and/or small group instruction. Students also perform in the Pep Band at a number of home athletic events.

Symphonic Band

Prerequisite: Sophomore standing and successful completion of Concert Band or consent of instructor

This band is composed of 10th and 11th 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. 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 and successful completion of Symphonic Band or consent of instructor

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. 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.

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 students to perform challenging jazz repertoire. Membership and placement in this ensemble is determined by audition and/or teacher placement. The class meets before school two to three days a week. Additionally, weekly sectionals may be required during advisory period or 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.

Chamber Strings

Prerequisite: None

Chamber strings will be composed of 9th and 10th grade string 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 9th-12th 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 a 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: Prior String Experience

This orchestra is open to 11th - 12th grade string students who have demonstrated the appropriate skills to perform more advanced orchestral music. Orchestral instruments are Violin, Viola, Cello and String Bass. Students who study Piano and Harp are encouraged to participate. The Philharmonic Orchestra meets on A days during the school year. Students will present 3-4 concerts per year, participate in the District Solo/Ensemble Festival in March, and prepare for other performance opportunities as they arise. Regular practice outside of the classroom is expected and considered a vital step in the students' growth and commitment on their instrument.

Music Fundamentals

Prerequisite: Freshman, Sophomore, Junior, or Senior standing

This course introduces student musicians to the fundamental structures of western music. Two main focuses of study are music analysis and an historic overview of western music periods. Music analysis involves the building blocks of western music including: pitch reading and notation, understanding harmony (how chords are constructed), cadences (musical connecting points and endings), and basic composition techniques. Analysis techniques include roman numerals and popular chord symbols. Music history covered includes the western compositional periods: medieval, renaissance, baroque, classical, and romantic. This course is for any serious musician seeking a broader understanding of music.

Music Theory (offered every other spring - next in 2026)

Prerequisite: Music Fundamentals

This college-prep course is designed as a continuation of Music Fundamentals. It will build on styles of music theory analysis including figured bass and Roman Numeral Analysis. Theory studies will also include counterpoint and composition. Introduction to non-western musical traditions will include East Asian, Middle-eastern, West African, and Latin American. Additional computer resources and websites will offer students enriched learning opportunities. This course is intended for students who are planning continued studies in music at the collegiate level. Theory students will also have the opportunity to take the AP Music Theory Exam.

Musician's Studio

Prerequisite: none

Musician's Studio is an individualized (not ensemble), performance-based music course. It features more project-based learning units, and is accessible to many learners from many backgrounds. Students with composing instruments (guitar, piano, computer production), singers, or instrumentalists will have guidance to learn about numerous popular musical styles and genres, respond to these styles with their own musical creation, and share with one another in a safe "studio" space. Learners will also be connected to others in the composition/song-writing field, and discover new avenues of thought or experimentation. Like ensemble-based performance classes, and because project based learning can vary and build upon itself, *Musician's Studio* can be taken every term and/or every year.

Science

| Science | Credits | Fee* |
|---|-----------------------|---------|
| Biology I and II | 1 Credit: 2 Semesters | None |
| Physical Science Chemistry | ½ Credit: 1 Semester | None |
| Physical Science Physics | ½ Credit: 1 Semester | None |
| Chemistry I | ½ Credit: 1 Semester | \$7.50 |
| Chemistry II | ½ Credit: 1 Semester | \$7.50 |
| Environmental Science | ½ Credit: 1 Semester | \$7.50 |
| Environmental Field Studies & Outdoor Science | ½ credit: 1 Semester | \$20 |
| Earth's Climate & Weather | ½ Credit: 1 Semester | \$7.50 |
| Biotechnology | ½ Credit: 1 Semester | \$25.00 |
| Space Science | ½ Credit: 1 Semester | \$7.50 |
| Physics I | ½ Credit: 1 Semester | \$7.50 |
| Physics II | ½ Credit: 1 Semester | \$7.50 |
| Introduction to Human Anatomy & Physiology | ½ Credit: 1 Semester | \$25.00 |
| Human Anatomy & Physiology for Health Professions | 1 Credit: 2 Semesters | \$20.00 |
| AP Physics I and II | 1 Credit: 2 Semesters | \$15.00 |
| AP Chemistry I and II | 1 Credit: 2 Semesters | \$30.00 |
| AP Biology I and II | 1 Credit: 2 Semesters | \$35.00 |

| | | |
|---------------------------|-----------------------|------|
| Principles of Engineering | 1 Credit: 2 Semesters | None |
|---------------------------|-----------------------|------|

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

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.

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 and fulfills physics 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 (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 I fulfills the chemistry graduation requirement.

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

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.

Environmental Field Studies & Outdoor Science

Prerequisite: Environmental Science/Sophomore standing (Grades 10-12)

Students will build on and apply their knowledge from Environmental Science. We will explore the real-life applications of science to conserve our natural resources through field trips, guest speakers, and hands-on service learning projects, both on-site and potentially off-site. This is a good opportunity for students who are interested in careers in the fields of Environmental Science, Natural Resources, and/or Agriculture to explore career options, and develop the skills needed in these fields.

Earth's Climate & Weather

Prerequisite: None

In this course (formerly known as Weather & Climate), students will explore how physical systems on Earth work together to produce our planet's weather and climate. The course will dive into Earth's atmosphere, geology, water sources, and even the biosphere to provide evidence of how Earth's climate has changed in the past and why it is changing today. This includes analyzing the implications of modern climate change on our world. The course will include both hands-on and simulation style laboratory experiments. The course is open to all, but having some background in the physical sciences (chemistry & physics) is helpful.

Biotechnology

Prerequisite: Successful completion of both semesters of Regular Biology. Enrollment in chemistry is recommended

This high level lab-based course explores cutting-edge science focused on the analysis and manipulation of DNA. Discover the molecular mechanisms underlying the lab techniques practiced in class such as gel electrophoresis, DNA extraction, and PCR. This class is for those interested in the medical field, forensic science, working in a research lab or the biotech industry, or just have a passion for exciting science. This course should be taken concurrently with Biotechnology Youth Apprenticeship positions.

Space Science

Prerequisite: None

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. The course will include both hands-on and simulation style laboratory experiments. The course is open to all, but having some background in the physical sciences (chemistry & physics) is encouraged.

Physics I

Prerequisite: Competence in Trigonometry and Algebra

In the first unit of the course, students will investigate motion through position, velocity, and acceleration graphs and kinematic equations. The second two units cover balanced forces (both balanced and unbalanced), and Newton's Laws. At the end of the semester we will study projectiles as a way to combine all of the knowledge of the semester. A scientific (not graphing) calculator is required. Physics I fulfills the physics graduation requirement.

Physics II

Prerequisite: Competence in Trigonometry and Algebra and Physics I

This course covers three main topics: energy, momentum, and mechanical waves. Students will investigate work and energy in the first unit, collisions and the conservation of momentum in the second unit, and mechanical waves (sound, strings, and standing waves) in the third unit. In between units we do an Energy Project, in which students get to explore an energy resource of their choice and connect it to physics concepts. A scientific (not graphing) calculator is required.

Introduction to Human Anatomy and Physiology

Prerequisite: Biology I & II or Instructor Approval

Curious about how your body works? In this course, you'll discover the amazing systems that keep you alive! We'll explore everything from your skin to your bones, muscles, and brain. Through hands-on labs, you'll get to examine real tissues under microscopes, build model organs, and even dissect specimens to see these systems up close. You'll learn medical terminology, understand common health conditions, and see how the choices you make affect your body. Perfect for students interested in healthcare careers or anyone who wants to better understand their own body.

Human Anatomy & Physiology for Health Professions

Prerequisite: Intro to Anatomy & Physiology and Physical Science Chemistry or Chemistry I, or Instructor Approval

This course explores the fascinating complexity of the human body, covering basic anatomical terminology, and the structure and function of major organ systems. Students will examine the integumentary, skeletal, muscular, nervous system and more through engaging lectures and hands-on laboratory experiences. The course emphasizes clinical applications and real-world connections to help students understand how anatomical and physiological concepts relate to human health and disease. This course serves as essential preparation for healthcare-related fields and provides a strong foundation for advanced studies in human biology. This course should be taken concurrently with Health Service Youth Apprenticeship positions.

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, rotation, fluids, thermodynamics, waves and optics, electricity and magnetism, and modern physics. Students will have the opportunity to take both algebra-based AP Physics exams (AP Physics 1 and AP Physics 2) in May. A scientific calculator is required for the course. The course fee covers equipment and notebooks but does not cover the cost of the AP exam.

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.

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

Youth Apprenticeship is for juniors and seniors who have developed an interest in a career pathway through MHS coursework and want further career exploration through mentored employment in that pathway. The following program areas relate to our Science department:

- **HEALTH SCIENCE YOUTH APPRENTICESHIP / STEM--BIOTECHNOLOGY YOUTH APPRENTICESHIP**

| Social Studies | | |
|---|-----------------------|------|
| Social Studies | Credits | Fee* |
| U.S. History Required 9th Grade | 1 Credit: 2 Semesters | None |
| World History Required 10th Grade | 1 Credit: 2 Semesters | None |
| Economics Required 11th Grade | ½ Credit: 1 Semester | None |
| Political Science Required 11th Grade | ½ Credit: 1 Semester | None |
| Global Diversity | ½ Credit: 1 Semester | None |
| Sociology | ½ Credit: 1 Semester | None |
| Psychology | ½ Credit: 1 Semester | None |
| African American Studies- <i>Offered every other year; will be offered in 2026-2027</i> | ½ Credit: 1 Semester | None |

| | | |
|--|-----------------------|------|
| Philosophy and World Religions- <i>Offered every other year; will be offered in 2026-2027</i> | ½ Credit: 1 Semester | None |
| Indigenous Studies- <i>Offered every other year; will be offered in 2025-2026</i> | ½ Credit: 1 Semester | None |
| The Holocaust and Modern Day Genocide- <i>Offered every other year; will be offered in 2025-2026</i> | ½ Credit: 1 Semester | None |
| AP U.S. Government and Politics | ½ Credit: 1 Semester | None |
| AP Psychology | 1 Credit: 2 Semesters | None |
| AP U.S. History | 1 Credit: 2 Semesters | None |
| AP World History | 1 Credit: 2 Semesters | None |
| AP Economics | 1 Credit: 2 Semesters | None |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

U.S. History

Prerequisite: Required of all Freshmen

This course continues the chronological series from eighth grade. We will survey American history in the late 19th and 20th 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 focuses on the shifts in political, social, and religious thought that shaped our world in the past and continue to shape it today. We will also explore the geographic and cultural landscapes of our world. Overall, the course intends to prepare students to be global citizens in the 21st century.

Economics

Prerequisite: Required of all Juniors

This semester course provides students with the theoretical foundations and functional knowledge in economics 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. Students will also participate in Reality Zone, which will help to ground their understanding of personal financial literacy. The course is useful in helping students 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 study the practical application of these principles at local, state, national, and international levels. The course is organized as a simulation of the US House of Representatives. The students will engage in civil discourse about local, national and international issues. Students will engage in the bill writing process and learn about the government by acting as the government. 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.

Global Diversity

Prerequisite: Sophomore Standing

This course aims to help students become better aware and more understanding 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 Hispanic 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: Sophomore Standing

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 research in many areas, such as social interaction, social organization, social systems, social changes, and social institutions.

Psychology

Completion of Psychology recommended before AP Psychology

What could possibly be more interesting than you? This introductory course will explore your behavior, your emotions, and your mind. The semester's units will be driven by a student-interest survey delivered at the start of the term. Depending on the units selected, topics we explore could include: how to cope with stress and practice the science of happiness; how to maximize your sleep cycle and understand your dreams; and how to hack your brain to become a memory master. Additional potential topics include: analyzing the causes and treatments for psychological disorders; exploring the role of our genes and upbringing on our identities and minds; and investigating the psychology behind group dynamics, social influence, bias and attraction.

African American Studies (offered every other year; will be offered in 2025-26)

Prerequisite: Sophomore Standing

African Americans have contributed to America since the very first days of our nation, though that history has often been hidden. Through readings, discussions, and projects, this course examines both the triumphs and the tragedies of African American history as well as the culture that African Americans have developed. Current issues related to race will also be discussed throughout the semester.

Philosophy and World Religions (offered every other year; offered in 2026-27)

Prerequisite: Sophomore Standing

This course is designed to allow students to consider big ideas. We will ask questions that have challenged and shaped humanity – *What is the nature of reality? What does it mean to be a person? What is the right thing to do? How should we live?* – as well as learn about answers that humanity has offered for those questions. The goal is to make students familiar with the important schools of thought from human history while developing analytical and communication skills useful in nearly any walk of life. Essentially, the goal of the course is to help students answer big questions for themselves.

The Holocaust and Modern Day Genocide (offered every other year; offered in 2025-26)

Prerequisite: Sophomore Standing

This course will expose students to the unimaginable: the destruction of more than 11 million human beings. What caused the Holocaust to occur? Can it happen again? We will look at the background events that led to the rise of Anti-Semitism and the Nazi party in Germany, the "Final Solution," who the victims were, the role of bystanders and perpetrators, and the relation to modern day genocide. Why do these events continue in places like Bosnia? Rwanda? Darfur? What can you do to change them?

Indigenous Studies (offered every other year; offered in 2025-26)

Prerequisite: Sophomore Standing

Indigenous Studies explores different worldviews that Indigenous people have and how they compare and contrast to Western thought. How those worldviews influenced the way Indigenous people lived prior to European invasion and how relationships/conflicts between Indigenous Nations and Europeans played out throughout the history of the Americas, specifically in places like Wisconsin. More importantly we will examine how that relationship/conflict still plays out today.

AP U.S. Government and Politics

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 in this course 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: Successful Completion of Psychology Recommended

AP Psychology explores the ways in which our behaviors are shaped by our thoughts, environments, upbringings, emotions and biology. We will examine the social aspect of psychology, including how our actions are influenced by friends, parents, businesses and culture. We also will investigate the scientific roots of psychology, including the role of our brains and bodies in our experience of the world. Additional topics include: psychological disorders and treatment; motivation, emotion and personality; lifespan development and learning. This rigorous course is the equivalent of a college-level introductory psychology course and will provide students with skills in psychological literacy and application, research analysis and writing. Students will be encouraged to take the AP exam upon completion of the course.

AP U.S. History

Prerequisite: Successful Completion of U.S. History

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

AP World History

Prerequisite: Successful Completion of World History

AP World History builds college-level skills while digging into a broad history of the world, from 1200 until the present and from Asia to Africa, Europe to the Americas. We'll examine political change, economic transformation, new technology, and how people have understood and continue to understand the world around them. Students will be encouraged to take the AP exam upon completion of the course.

AP Economics

Prerequisite: Senior Standing and Successful Completion of Economics

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. Students are encouraged to take the AP Microeconomics and AP Macroeconomics exams in May.

| Technology and Engineering | | |
|----------------------------|-----------------------|---------|
| Technology and Engineering | Credits | Fee* |
| Intro to Technology | 1 Credit: 2 Semesters | \$20.00 |
| Woods 1 | ½ Credit: 1 Semester | \$20.00 |
| Woods 2 | ½ Credit: 1 Semester | \$20.00 |
| Woods 3 | ½ Credit: 1 Semester | \$20.00 |
| Metals 1 | ½ Credit: 1 Semester | \$20.00 |
| Metals 2 | ½ Credit: 1 Semester | \$20.00 |
| Metals 3 | ½ Credit: 1 Semester | \$20.00 |
| Construction Skills 1 | ½ Credit: 1 Semester | \$20.00 |
| Construction Skills 2 | ½ Credit: 1 Semester | \$20.00 |
| Video Production | .5 Credit: 1 Semester | \$20.00 |
| Air-Cooled Engines | ½ Credit: 1 Semester | \$20.00 |
| Auto 1 | ½ Credit: 1 Semester | \$20.00 |

| | | |
|---|-----------------------|---------|
| Auto 2 | ½ Credit: 1 Semester | \$20.00 |
| Auto 3 | ½ Credit: 1 Semester | \$20.00 |
| Consumer Home and Auto | ½ Credit: 1 Semester | \$20.00 |
| Intro. To Engineering Design | 1 Credit: 2 Semesters | \$20.00 |
| Principles of Engineering | 1 Credit: 2 Semesters | \$20.00 |
| Spartan Manufacturing | 1 Credit: 2 Semesters | \$20.00 |
| Computer Science and Software Engineering | 1 Credit: 2 Semesters | \$20.00 |

*Course fees may be subject to change. Requests for fee waivers are included in the August online enrollment process under the socioeconomic status section and will be reviewed by authorized school district personnel.

*Here is a link for Dual Credit Courses offered: [Dual Credit for High School Students | Madison College](#)

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.

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.

Woods 1

Prerequisite: Sophomore standing (Grades 10-12)

In Wood 1 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.

Woods 2

Prerequisite: a "C" or better in Woods 1

In Woods 2, 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.

Woods 3

Prerequisite: A "C" or better in Woods 2

Woods 3 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.

Metals 1

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:

- Basic lathe operation
- Basic arc welding techniques and positions
- Oxy-acetylene welding techniques
- Metal casting technique
- Metal fabrication techniques
- 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.

Metals 2

Prerequisite: a "C" or better in Metals 1

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:

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

Metals 3

Prerequisite: a "C" or better in Metals 2

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:

- Basic lathe operation
- Basic arc welding techniques and positions
- Oxy-acetylene welding techniques
- Metal casting techniques
- Metal fabrication techniques
- 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 1

Prerequisite: Sophomore, Junior, or Senior standing

Construction Skills 1 is the first course of a new two course (Construction Skills 2 would be second) construction track for students to take at McFarland High School. Construction Skills 1 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 Construction Skills 2 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.

Construction Skills 2

Prerequisite: Sophomore standing and completion of Construction Skills 1

Construction Skills 2 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 Production

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.

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, Auto 1 and Auto 2 can earn students Advanced standing in the Automotive Technician Program at MATC.

Autos 1

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.

Autos 2

Prerequisite: A "C" or better in Basic Auto 1 & 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, Auto 1 and Auto 2 can earn students Advanced standing in the Automotive Technician Program at Madison College.

Autos 3

Prerequisite: A "C" or better in Auto 2 & Junior standing (Grades 11-12)

Autos 3 is for students who have successfully completed Auto 2 and wish to apply their automotive knowledge and skills to troubleshooting, and repairing "live" vehicles. During this class you will be presented with a customer's complaint and must diagnose their vehicle. 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 Home and Auto

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.

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.

Spartan Manufacturing

Prerequisite: Junior or Senior standing

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 Applinventor 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.

Youth Apprenticeship is for juniors and seniors who have developed an interest in a career pathway through MHS coursework and want further career exploration through mentored employment in that pathway. The following program areas relate to our Tech. Ed. department:

- **ARCHITECTURE AND CONSTRUCTION YOUTH APPRENTICESHIP**
- **MANUFACTURING YOUTH APPRENTICESHIP**
- **STEM--ENGINEERING YOUTH APPRENTICESHIP**
- **TRANSPORTATION, DISTRIBUTION AND LOGISTICS YOUTH APPRENTICESHIP**

| World Languages | | |
|------------------------|-----------------------|-------------|
| World Languages | Credits | Fee* |
| French 1 | 1 Credit: 2 Semesters | None |
| Spanish 1 | 1 Credit: 2 Semesters | None |
| French 2 | 1 Credit: 2 Semesters | None |
| Spanish 2 | 1 Credit: 2 Semesters | None |
| French 3 | 1 Credit: 2 Semesters | None |
| Spanish 3 | 1 Credit: 2 Semesters | None |
| French 4 | 1 Credit: 2 Semesters | None |
| Spanish 4 | 1 Credit: 2 Semesters | None |

| | | |
|-----------|-----------------------|------|
| French 5 | 1 Credit: 2 Semesters | None |
| Spanish 5 | 1 Credit: 2 Semesters | None |

French I

Prerequisite: None

Students will investigate the culture and language of French-speaking countries while progressing through the ACTFL novice-high proficiency level. Students will develop strategies and French skills necessary to navigate basic situations, survive in the target culture, ask questions, and provide personal information with respect to their current habits and near future events. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective.

Spanish I

Prerequisite: None

Students will investigate the culture and language of Spanish-speaking countries while progressing through the ACTFL novice-high proficiency level. Students will develop strategies and Spanish/French skills necessary to navigate basic situations, survive in the target culture, ask questions, and provide personal information with respect to their current habits and near future events. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective.

French II

Prerequisite: A "C" or better in French 1 or consent of instructor. Students having completed French 1 at the middle school with a B ("Meet Standards") or better will be placed into French 2.

Students will investigate the culture and language of French-speaking countries while progressing through the ACTFL intermediate-low proficiency level. Students will develop strategies and French skills necessary to navigate a variety of situations, exist in the target culture, ask questions, and provide personal information with respect to their current habits and near future events, as well as to narrate past events while describing the past. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in French and students will be required to use the target language in class.

Spanish II

Prerequisite: A "C" or better in Spanish 1 or consent of instructor. Students having completed Spanish 1 at the middle school with a B ("Meets Standards") or better will be placed into Spanish 2.

Students will investigate the culture and language of Spanish-speaking countries while progressing through the ACTFL intermediate-low proficiency level. Students will develop strategies and Spanish skills necessary to navigate a variety of situations, exist in the target culture, ask questions, and provide personal information with respect to their current habits and near future events, as well as to narrate past events while describing the past. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in Spanish and students will be required to use the target language in class.

French III

Prerequisite: A "C" or better in French 2 or consent of instructor.

Students will investigate the culture and language of French-speaking countries while progressing through the ACTFL intermediate-mid proficiency level. Students will develop strategies and French skills necessary to navigate a wide variety of situations, succeed in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in French and students will be required to use the target language in class.

Spanish III

Prerequisite: A "C" or better in Spanish 2 or consent of instructor.

Students will investigate the culture and language of Spanish-speaking countries while progressing through the ACTFL intermediate-mid proficiency level. Students will develop strategies and Spanish skills necessary to navigate a wide variety of situations, succeed in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in Spanish and students will be required to use the target language in class.

French IV

Prerequisite: A "C" or better in French 3 or consent of instructor. It is strongly recommended that students are proficient in the language (earned a B or better in the previous course).

Students will investigate the culture and language of French-speaking countries while progressing through the ACTFL intermediate-high proficiency level. Students will develop strategies and French skills necessary to navigate a wide variety of situations, thrive in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions on familiar and unfamiliar topics. While engaging in activities and

projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in French and students will be required to use the target language in class.

Spanish IV

Prerequisite: A "C" or better in Spanish 3 or consent of instructor. It is strongly recommended that students are proficient in the language (earned a B or better).

Students will investigate the culture and language of Spanish-speaking countries while progressing through the ACTFL intermediate-high proficiency level. Students will develop strategies and Spanish skills necessary to navigate a wide variety of situations, thrive in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions on familiar and unfamiliar topics. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in Spanish and students will be required to use the target language in class.

French V

Prerequisite: Junior or Senior Standing and having earned a "C" or better in French 4 or consent of instructor. It is strongly recommended that students are proficient in the language (earned a B or better in the previous course).

Students will investigate the culture and language of French-speaking countries while strengthening and refining their skills in the ACTFL intermediate-high proficiency level. Students will develop strategies and French skills necessary to navigate a wide variety of situations, flourish in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions on familiar and unfamiliar topics in a more sophisticated way. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in French and students will be required to use the target language in class.

Spanish V

Prerequisite: Junior or Senior Standing and having earned a "C" or better in Spanish 4 or consent of instructor. It is strongly recommended that students are proficient in the language (earned a B or better in the previous course).

Students will investigate the culture and language of Spanish-speaking countries while strengthening and refining their skills in the ACTFL intermediate-high proficiency level. Students will develop strategies and Spanish skills necessary to navigate a wide variety of situations, flourish in the target culture, ask questions, and provide personal information with respect to their current habits, what will and would happen in the future, differentiating between narrating and describing past events, and expressing their opinions on familiar and unfamiliar topics in a more sophisticated way. While engaging in activities and projects to collaboratively solve real-life issues, students will strengthen their knowledge of other disciplines and develop a global perspective. Instruction is in Spanish and students will be required to use the target language in class.

| Youth Apprenticeship Programs | | |
|-------------------------------|-----------------------|------|
| Youth Apprenticeship | Credits | Fee |
| Biotechnology | 1 Credit per Semester | None |
| Finance | 1 Credit per Semester | None |
| Printing and Graphic Arts | 1 Credit per Semester | None |
| Health Services | 1 Credit per Semester | None |
| Automotive Technology | 1 Credit per Semester | None |

| | | |
|-------------------------------|-----------------------|------|
| Tourism | 1 Credit per Semester | None |
| Manufacturing-Plastics | 1 Credit per Semester | None |
| Information Technology | 1 Credit per Semester | None |
| Certified Construction Skills | 1 Credit per Semester | None |
| Production Agriculture | 1 Credit per Semester | None |
| Architecture | 1 Credit per Semester | None |
| Welding | 1 Credit per Semester | None |

Youth Apprenticeship is for juniors and seniors who have developed an interest in a career pathway through MHS coursework and want further career exploration through mentored employment in that pathway. For more information on programs offered, go to MHS website Youth Apprenticeship <https://www.mcfarland.k12.wi.us/schools/high/MHS-Sch2Career.cfm>.

To Apply for Youth Apprenticeship, students will:

- Complete an application ([Click Here for application](#)) and three recommendations ([Click here for recommendation form](#)) The application and recommendations should be printed and turned in to Ms. Thompson, School to Career Coordinator
- Attend a YA Dane County Informational [Meeting](#)
- Interview with School to Career Coordinator and Counselor

YA Overview:

- Students may participate during Junior or Senior year or both
- Students are responsible for employment placement
- 450 hours paid employment per year is required
- Weekly Reports completion is required of students
- Related coursework each semester is required

Youth Apprenticeship related courses are available through Dane County School Consortium and are available to MHS students.

Questions: See Ms. Thompson, School to Career Coordinator

Online/Alternate Course Offerings

Online Course Enrollment Access:

Students may have access to an online course if there is not currently an equivalent course offered at MHS. In some situations, a limited number of licenses are available and enrollment access is not guaranteed.

If a student is seeking an exception to the school's policy, an alternate course request form must be filled out and approved by the student, the student's guardian(s), and Student Services. Administration will review and either approve or deny the request. A student can request this form from their counselor.

[Alternate Course Application](#)

Online Course Management:

All online courses are monitored by our Alternative Education staff. They will connect with each student prior to beginning an online course to share the expectations around work completion and attendance as well as how the course will be graded.

Some elective online course offerings may have an additional fee associated with them that will need to be paid prior to enrollment. Student Services staff and/or administration will notify students and families if the online course(s) a student is interested in requires these additional fees. Should a student drop an online course requiring a fee, we can not guarantee a refund.

Summer Requests

In some cases, students can enroll in a class for the summer if it is not currently offered at the high school, or if credit recovery is needed in order to stay on track towards graduation. Students will complete the Online Course Request Form linked above to explore this option.

Math Acceleration

For students seeking acceleration in math, separate paperwork is required, requiring permission from the math department.

[Alternate Math Course Agreement](#)

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.

All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identify), or physical, mental, emotional, or learning disability, any other characteristic protected by law in any of its student programs, activities, and employment ("Protected Classes").

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 SCHOOL DISTRICT DISCRIMINATION COMPLAINT PROCEDURE

Pupil Nondiscrimination Notice

It is the policy of the public schools that no person may be denied admission to any public school in the district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, pupil service, recreational or other program or activity because of the person's race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identify, disability, age, military status, or physical, mental, emotional, or learning disability, or any

other characteristic protected by law as required by x. 118.13 WIS. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973.

The McFarland School District encourages informal resolution of complaints under this policy. A formal complaint resolution is available to address allegations for violation of the policy.

Complaint Procedures

Any complaint regarding the interpretation or application of the District's student nondiscrimination policy shall be processed in accordance with the following grievance procedures:

1. Any student, parent or resident of the District complaining of discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or disability, in school programs or activities shall report the complaint in writing to the building administrator. There shall be no retaliation against any person who files a complaint under these procedures.
2. The building administrator, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. Within 10 days after receiving the complaint, the building administrator shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievant.
3. If the grievant is dissatisfied with the decision of the building administrator, he/she may appeal the decision in writing to the Compliance Officer, Lauren Arango, Director of Student Services, 5101 Farwell Street, McFarland, WI 53558. The Compliance Officer shall investigate the alleged discrimination and make a written decision regarding the case within 10 days after receiving the complaint. Copies of the written decision shall be mailed or delivered to the grievant, the building administrator and District Administrator.
4. If the grievant is dissatisfied with the decision of the Nondiscrimination Officer, he/she may appeal the decision in writing to the District Administrator. The District Administrator shall review the investigation process, and make a written decision regarding the case within 10 days after receiving the complaint. Copies of the written decision shall be mailed or delivered to the grievant, the compliance officer and the building administrator.
5. If the grievant is dissatisfied with the District Administrator's decision, he/she may within 30 days appeal the decision in writing to the State Superintendent of Public Instruction.

Discrimination Complaints Involving Students with Disabilities

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate education of a child with a disability shall be processed in accordance with established special education appeal procedures.

Due Process Hearing Procedures

The District shall exhaust all possible options before entering a hearing procedure. These options shall include: a meeting of the parent(s) or guardian with designated special education personnel and the building administrator, and a subsequent meeting, if necessary, with the aforementioned and the District Administrator. In the event a mutually agreeable option is not reached, the District's due process procedure will be utilized.

As a part of each Individual Education Program or IEP team meeting, the parent or guardian will be informed of his/her right to a hearing as contained in section 115.81 of the statutes. This information will be provided both in writing and orally in his/her native tongue, or will be signed if oral communication is not possible. The hearing will be conducted by an administrative law judge appointed by the Division of Hearings and Appeals.

IDEA Complaints

McFarland School District encourages informal resolution of complaints through communication with the appropriate school principal or Director of Student Services. If informal resolution cannot be attained, discrimination complaints relating to programs specifically governed by federal law or regulation (IDEA complaints) shall be referred directly to the State Superintendent of Public Instruction. Notification of the complaint procedures shall be included in student handbooks.

Any further questions, please contact Lauren Arango, Director of Student Services at 608-838-4512.

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. Brett Jacobson-Principal 608-838-4565
Ms. Dana Schoemer-Associate Principal (A-K)- 608-838-4566
Ms. Prudence Harper- Associate Principal (L-Z)- 608-838-4564

MHS Office Staff

Ms. Carli Cherek-608-838-4500 ext. 4762
Ms. Julie Waack-608-838-4560
Ms. Kim Wink- 608-838-4500-ext. 4763
Office Fax - 608-838-4562

Student Services Office Staff

Ms. Jackie Guenther- School Counselor (A-G) - 608-838-4531
Mr. Adam Rosencrans- School Counselor (H-Q)- 608-838-4542
Ms. Beth Canfield - School Counselor (R-Z) - 608-838-4540
Mr. Zak Sprenger- School Social Worker - 608- 838-4541
Ms. Andrea Quella-School Psychologist- 608-838-4546
Ms. Danielle Edgerton - Administrative Assistant - 608-838-4530
Office Fax - 608-838-4567

Athletic Department

Mr. Paul Ackley-Athletic Director- 608-838-4568

Police-School Liaison

Officer Joel Zietsma - 608-838-4500-Ext. 4720

Pool

Mr. Stu Schaefer - Director - 608-838-4500-Ext. 4714

Attendance Reporting (24 Hours)

608-838-4500 - Once your call is answered, press Ext. 1 for "Attendance Information" and then press Ext. 1 again for McFarland High School

District Administration

Mr. Aaron Tarnutzer - District Superintendent 608- 838-4554
Ms. Melissa Pfohl - Director of Teaching and Learning - 608-838-4510
Ms. Darien Riggins - Curriculum Coordinator - 608-838-4570
Mr. Bill Foust - Director of Building & Grounds - 608-838-4519
Mr. Jeff Mahoney - Director of Business & Technology - 608-838-4520
Ms. Lauren Arango - Director of Student Services - 608- 838-4514

Food Services

Ms. Jacki Ribble - Director 608-838-4549
Ms. Katy Javener - Administrative Assistant 608-838-4521

Nelson Bus Service

Mr. Doug Nelson - 608-205-9040

K-12 School-To-Work Coordinator

Ms. Penny Thompson - 608-838-4500 Ext. 4709

District Nurse

Ms. Stephanie Peplinski - 608-838-4500 Ext. 4679

McFarland Community School Board

Mr. Craig Howery - President
Mr. Tom Mooney - Vice President
Ms. Megan Fessler - Clerk
Ms. Kathleen Green - Treasurer
Mr. Bruce Fischer - Member

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

Student Services

The Student Services staff within each building consists of Counselors, Psychologists, Social Workers, and Nurses. 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.

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.

Special Education Services

The District provides excellent special education services to students who meet DPI criteria. 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 Lauren Arango, Director of Student Services at 838-4514 and ask about having the student screened.

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 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 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 a 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 Lauren Arango, Director of 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 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 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 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 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
Director of Student Services
(608) 838-4514