

FENNIMORE HIGH SCHOOL



COURSE OF STUDIES 2026-2027

The Fennimore Community Schools does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, or physical, mental, emotional, or learning disability in any of its student programs and activities or any of its hiring, employment, or volunteer opportunities and procedures.

Please indicate if you need this information presented in another language.

Por favor indique si necesita esta información en Español.

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Fennimore Community Schools District Mission

To continuously improve student achievement, utilizing all of the resources available to our community. We strive to improve course offerings, promote a positive school climate, build relationships, increase parent involvement, promote community involvement, set clear performance collaborative standards, and facilitate faculty commitment to the mission.

School District Philosophy

The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are and continue to be available to them.

EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT

It is the policy (Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity) of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as “Protected Characteristics”) or other protected characteristics as well as place of residence within District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents who have questions should contact **Taylor Rosemeyer at 608-822-3285 extension 2273.**

It is also the policy (Board Policy 5517 – Student Anti-Harassment) of the District to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

Any person who believes that the Fennimore Community Schools or any staff person has discriminated against them in violation of these policies may file a complaint. A formal complaint can be made in writing to a District Compliance Officer listed below:

Boone Tollefson
Middle/High School Principal
608-822-3245, ext. 3100
510 7th Street,
Fennimore, WI 53809
tollefsnb@fennimore.k12.wi.us

Hillary Day
Elementary Principal
608-822-3285, ext. 2100
830 Madison Street,
Fennimore, WI 53809
dayh@fennimore.k12.wi.us

The complaint procedure is described in Board Policies 2260 - Nondiscrimination and Access to Equal Educational Opportunity and 5517 – Student Anti-Harassment. The policies are available on the District’s web page.

Due to the sensitivity surrounding complaints of harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed promptly (What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence.).

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying, and not harassment under Policy 5517 – Student Anti-Harassment, because the conduct at issue is not based on a student’s Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Under no circumstances will the District threaten or retaliate against anyone who raises or files a complaint.

Our school is committed to an educational environment that is free of harassment of any form. Our school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

Harassment means behavior toward a student or group of students based, in whole or in part on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as “Protected Characteristics which substantially interferes with the student’s school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment also includes “hate speech” directed against a student—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples of conduct that may constitute harassment include:

- A. Graffiti containing offensive language;
- B. Name calling, jokes or rumors;
- C. Threatening or intimidating conduct directed at another because of the other’s protected characteristic (e.g., sex, race, learning disability);
- D. Notes or cartoons;
- E. Slurs, negative stereotypes, and hostile acts which are based upon another’s protected characteristic;
- F. Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- G. A physical act of aggression or assault upon another because of, or in a manner reasonably related to, the individual’s protected characteristic; or
- H. Other kinds of aggressive conduct such as theft or damage to property, which is motivated by a protected characteristic.

NONDISCRIMINATION ON THE BASIS OF SEX

The Board of the Fennimore Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Boone Tollefson
Middle/High School Principal
608-822-3245, ext. 3100
510 7th Street,
Fennimore, WI 53809
tollefsonb@fennimore.k12.wi.us

Hillary Day
Elementary Principal
608-822-3285, ext. 2100
830 Madison Street,
Fennimore, WI 53809
dayh@fennimore.k12.wi.us

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

It is a violation of this policy for anyone to knowingly making false statements or knowingly submitting false information during the sex discrimination complaint process, including intentionally making a false report of sexual harassment, or submitting a false formal complaint. The District will not tolerate such conduct, which is a violation of the Student Code of Conduct.

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is a serious violation of Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities that can result in the imposition of disciplinary sanctions, consequences, and/or other appropriate remedies.

All students, parents, and their representatives are advised to review Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities for more information and detail regarding the District's commitment to nondiscrimination on the basis of sex.

Academic and Career Planning

Students at Fennimore High School engage in Academic and Career Planning during the school year at each grade level. The purpose of this planning is to educate students and their families as to the choices they should make as students during the scheduling process. Knowledge of a student's interests and pathways is essential to taking advantage of the many opportunities available in this Course of Studies.

For further information, parents and guardians are encouraged to take advantage of the **Parent Portal in Xello**, which our students utilize to measure their interest in the various career clusters. Opportunities for sign-up and training are offered throughout the year. For more information, please consult with the school guidance counselor, Jonah Roth.

Graduation Requirements (see Policy 5460)

Credits Required: 24

English	4
Social Studies	3
Science (3 credits for class of 2017 and beyond)	3
Mathematics (3 credits for class of 2017 and beyond)	3
*Health	0.5
Personal Finance Literacy	0.5
Physical Education (unless medically excused)	1.5
Electives	<u>8.5</u>
	24

*Health will have been taught in grades seven and eight. Successful completion will be necessary for graduation. Grading will be pass-fail without grade point averaging. Students who have not completed health prior to Grade 9 will be scheduled to fulfill this requirement.

Awarding High School Credits

1. The Fennimore Board of Education with recommendations from the high school principal and district administrator shall determine which courses will be offered at Fennimore High School and how much credit a student may earn by taking a course. One credit will be given for a full year (courses meeting one class period five times weekly) of passing work in any district course. The smallest division of credit used by the school will be the quarter credit.
2. A student who successfully completes a course (**previously approved by the district**) at a post-secondary institution will be awarded high school credit at a rate of .25 high school credits for one course credit. (example: a 2 credit course would receive .5 high school credits, a 5 credit course would receive 1.25 credits.)
The grade for the course will be included in the student's cumulative grade point average (GPA) and on the student's high school transcript.
3. A student who is making up a high school course through another institution, or who applies to take course(s) in another public high school under the part-time open enrollment program must obtain prior approval from the high school principal and district administrator to determine whether the course satisfies District requirements. A course description/syllabus must be submitted for review. **If the course is approved for high school credit, the course grade will be included on the high school transcript and in the student's cumulative GPA.**
4. A student taking and completing one year of algebra in eighth grade will receive a grade on his/her transcript. However, the course will not count toward the three-credit math requirement for graduation and will not count in the student's cumulative GPA. The credit(s) will count toward the required elective credits.

Withdrawal from Class

A student may withdraw from a class during the first five school days of a semester without penalty, but must have signed parent permission. If the student withdraws **after these five school days**, the following applies:

If the withdrawal is in the first or third nine weeks, the student will receive an "F" for the quarter and a "W" for the semester. The student must have signed parent permission.*

If the withdrawal is in the second or fourth nine weeks, the student will receive an "F" for the quarter and an "F" for the semester. The student must have signed parent permission.*

*An "F" in a quarter from a withdrawal will affect a student's eligibility for all co-curricular activities.

Course withdrawal forms must be completed and can be obtained from the office or guidance counselor.

Early Graduation Requirements (see Policy 5464)

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

Application for early graduation will be submitted to the high school principal in accordance with school regulations. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

Academic Honor Roll

Term

The purpose of the Honor Roll is to encourage the maximum use of each student's academic ability and to distinguish those students who have shown above average work in academic subjects per nine weeks. Provisions of the Honor Roll are as follows:

High Honors: The student must have a term grade point average of 3.60.

Honors: The student must have a term grade point average of 3.00 to 3.59.

Semester

At the end of each semester, students who have achieved a grade point average of 3.6 or higher for that semester will receive a letter (first time) and/or pin.

Graduation Awards and Honors

To be considered for Valedictorian, Salutatorian, or Laude Honors with a graduating class a student must:

1. Have been enrolled at Fennimore High School for three graded semesters.
2. Have completed seven semesters of high school education.
3. Be a full-time student in the Fennimore Community School District.

Foreign Travel Credit

One-fourth ($\frac{1}{4}$) credit per 3.5 days of directed foreign travel to a maximum of one (1) credit may be granted. The days credited begins upon the student's arrival in the foreign country based on a minimum of ten hours of recorded interaction within the target culture per day. The guidance counselor and high school principal shall review foreign travel credit requests and their determination is conclusive. The district does not share any cost or responsibility for foreign travel credit.

Valedictorian and Salutatorian

The student with the highest Laude point total in the senior class will be designated as valedictorian. The student with the 2nd highest Laude point total in the senior class will be designated salutatorian. They may receive honor scholarships. These students are determined after the first semester of their senior year by averaging all grades received in all courses taken at Fennimore High School as a full-time student over a period of seven semesters and multiplying that GPA with their number of Honor Points earned over eight semesters. (Refer to Laude Point Chart)

Beginning with the Class of 2014, if two or more students have the same Laude point total, the following criteria will be used to determine the valedictorian:

a) The nominee shall be the student who has earned the most honor points through seven semesters shall be the nominee.

IF A TIE STILL EXISTS.....

b) The student with the highest composite ACT score available by the beginning date of the eighth semester.

IF A TIE STILL EXISTS.....

c) The student, who has earned the highest GPA in core subjects of mathematics, science, English and social studies; to be counted science courses must be integrated science, biology, and above, and mathematics courses must be algebra 1, geometry and above.

IF A TIE STILL EXISTS.....

d) The student who has earned the most credits through seven semesters taken at Fennimore High School in core subjects of mathematics, science, English and social studies; to be counted, science courses must be integrated science, biology, and above, and mathematics courses must be algebra 1, geometry and above.

IF A TIE STILL EXISTS.....

e) A coin flip will be conducted to determine the nominee.

**In the event that a tie exists in determining the second ranking student, the above listed criteria will be used to determine the Salutatorian.

Laude System

Laude Criteria

1. Students must earn at least a 3.4 GPA and 5 honors points.
2. The Laude System points will be calculated at the end of the seventh semester. The GPA at the end of the seventh semester and 8 semesters of laude points will be used for laude distinction.
3. To earn Laude points a student must pass the course.
4. Only courses taught by Fennimore High School instructors will be eligible for honors points.
5. Laude System points may only be earned as a high school student.

Summa Cum Laude (With Highest Honor/Distinction): 45 or more points

Magna Cum Laude (With Great Honor/Distinction): 32-44.99 points

Cum Laude (With Honor/Distinction): 17-31.99 points

Courses with Laude Point Distinction

AP Courses - 1.0 honor point per semester. The AP course must be taught by Fennimore High School staff. Freshmen, sophomores, and juniors must have completed the AP Exam. Seniors must be scheduled to take the AP Exam.

AP Biology	AP Environmental Science
AP Calculus	AP Language and Composition
AP Chemistry	AP Psychology
AP US History	AP Precalculus
AP Business with Personal Finance	AP Anatomy and Physiology

Advanced Standing/Transcripted/Upper Level/and CLEP Courses* = .5 honor points per semester

Accounting 1	Advanced Algebra & Statistics
Accounting 2	Beginning Computer Applications
College Prep English	Advanced Computer Applications
Animal Science	Senior Band Plus
Advanced Art	Integrated Math
Automotive Maintenance 1	GMAW Equip & Oxyfuel Gas Cutting/Gouging
Concert Choir Plus	SMAW Equipment & Oxyfuel Equipment
Consumer Equip Maint & Repair	GTAW Equipment & FCAW Equipment
Advanced Phy Ed	Personal Finance
Plant Science	Introduction to Business
Algebra 2	

Fennimore High School Laude Point Chart

GPA		4.0	3.9	3.8	3.7	3.6	3.5	3.4
	20.0	80	78.00	76.00	74.00	72.00	70.00	68.00
	19.5	78	76.05	74.10	72.15	70.20	68.25	66.30
H	19.0	76	74.10	72.20	70.30	68.40	66.50	64.60
O	18.5	74	72.15	70.30	68.45	66.60	64.75	62.90
N	18.0	72	70.20	68.40	66.60	64.80	63.00	61.20
O	17.5	70	68.25	66.50	64.75	63.00	61.25	59.50
R	17.0	68	66.30	64.60	62.90	61.20	59.50	57.80
	16.5	66	64.35	62.70	61.05	59.40	57.75	56.10
	16.0	64	62.40	60.80	59.20	57.60	56.00	54.40
P	15.5	62	60.45	58.90	57.35	55.80	54.25	52.70
O	15.0	60	58.50	57.00	55.50	54.00	52.50	51.00
I	14.5	58	56.55	55.10	53.65	52.20	50.75	49.30
N	14.0	56	54.60	53.20	51.80	50.40	49.00	47.60
T	13.5	54	52.65	51.30	49.95	48.60	47.25	45.90
S	13.0	52	50.70	49.40	48.10	46.80	45.50	44.20
	12.5	50	48.75	47.50	46.25	45.00	43.75	42.50
	12.0	48	46.80	45.60	44.40	43.20	42.00	40.80
	11.5	46	44.85	43.70	42.55	41.40	40.25	39.10
	11.0	44	42.90	41.80	40.70	39.60	38.50	37.40
	10.5	42	40.95	39.90	38.85	37.80	36.75	35.70
	10.0	40	39.00	38.00	37.00	36.00	35.00	34.00
	9.5	38	37.05	36.10	35.15	34.20	33.25	32.30
	9.0	36	35.10	34.20	33.30	32.40	31.50	30.60
	8.5	34	33.15	32.30	31.45	30.60	29.75	28.90
	8.0	32	31.20	30.40	29.60	28.80	28.00	27.20
	7.5	30	29.25	28.50	27.75	27.00	26.25	25.50
	7.0	28	27.30	26.60	25.90	25.20	24.50	23.80
	6.5	26	25.35	24.70	24.05	23.40	22.75	22.10
	6.0	24	23.40	22.80	22.20	21.60	21.00	20.40
	5.5	22	21.45	20.90	20.35	19.80	19.25	18.70
	5.0	20	19.50	19.00	18.50	18.00	17.50	17.00
	4.5	18	17.55	17.10	16.65	16.20	15.75	15.30
	4.0	16	15.60	15.20	14.80	14.40	14.00	13.60
	3.5	14	13.65	13.30	12.95	12.60	12.25	11.90
	3.0	12	11.70	11.40	11.10	10.80	10.50	10.20
	2.5	10	9.75	9.50	9.25	9.00	8.75	8.50
	2.0	8	7.80	7.60	7.40	7.20	7.00	6.80
	1.5	6	5.85	5.70	5.55	5.40	5.25	5.10
	1.0	4	3.90	3.80	3.70	3.60	3.50	3.40
	0.5	2	1.95	1.90	1.85	1.80	1.75	1.70

Co-Curricular Activities and Student Clubs

Athletics

An important part of Fennimore High School is athletics. Any student in the high school, who is eligible, can participate in interscholastic athletics. The sporting activities offered at Fennimore High School are: football, volleyball, cross country, wrestling, basketball, cheerleading, drill/dance team, baseball, golf, track and field, and softball.

If a student is interested in a particular sport, he/she should confer with the coach of that sport to make arrangements for participation.

Drama

A large-scale musical or dramatic production is presented in early November. The cast is chosen on the basis of tryouts open to students in Grades 9-12. A large backstage crew is also necessary. There is an opportunity for students in Grades 8-12 to work on props, makeup, costumes, set, lights, and sound.

ESports

Students interested in gaming can compete on our ESports team. Team members meet in the Conference Room for practice and competitions and compete against other schools. Students can earn a varsity letter for upper level participation.

Speech

The Wisconsin Interscholastic Speech and Dramatic Arts Association to which Fennimore High School belongs offers individual and group activities in public speaking and dramatic interpretation. Students work with faculty advisors during free periods or before or after school to prepare their materials. Contests are held at three levels and students may also participate in invitational tournaments.

Future Business Leaders of America (FBLA)

FBLA is the premier, national organization for students preparing for careers in business and technology. Through FBLA, members gain the competitive edge for college and career success. By taking advantage of the many programs FBLA offers, students acquire the skills that will set them apart from the average high school student. Members learn through participating in a variety of activities that help them build their skills, while contributing to the improvement of the community in which they live, their school, and their chapter.

The National FFA Organization

The FFA is the national organization of youth studying agriculture in high schools throughout the nation. Membership is extended to students in Grades 7-12 and some graduates.

The FFA is intra-curricular. It combines theory and learning in the classroom with application in the form of a supervised occupational program. Among other things members learn through active participation how to take part in a public meeting, learn to speak in public, to buy and sell cooperatively, to solve their own problems, to finance themselves, and to assume civic responsibility. The mission of the FFA program is "To make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agriculture education."

Clubs

Fennimore High School also has many clubs that students can partake in, such as Media Club. Clubs can change year to year based on student interests.

Advanced Placement (AP) Program

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP exam. Colleges and universities can then grant credit, placement, or both to students who have done so. College and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain that policy from the college they plan to attend.

***Due to the rigor of AP material, these courses may start prior to the first day of school. The instructor will determine the official start date of this class.**

Advanced Standing Courses

Advanced Standing courses are taught by high school teachers using high school curriculum determined to be a close match to that of Southwest Wisconsin Technical College (SWTC) or another institution indicated within the course description. Advanced standing courses may earn a student the opportunity to skip an introductory level course in their program and advance to the next level once they enroll in the institution granting the advanced standing credit. Advanced Standing agreements are transferable to most schools within the Technical College System. ***Advanced Standing courses are denoted within the course description.**

Transcripted Credit

Transcripted Credit courses are technical college courses taught at the high school that are transferable to all Wisconsin Technical College System schools and may be transferred to four-year universities. Students who meet the requirements of a Transcripted Course will receive both high school and college credit. Students are expected to confirm with their prospective higher education institution for transferability of transcripted credit earned while a student at Fennimore High School and are responsible for contacting post-secondary institutions to have transcripts sent to future post-secondary institutions. ***Transcripted Credit courses are denoted within the course description.**

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is a program that enables students to earn college credit for introductory-level courses by achieving satisfactory scores on subject-specific tests. CLEP is accepted by nearly 3,000 colleges and universities. A qualifying test score can earn a student three to 12 college credits, depending on the college's policy, allowing students to save money on tuition, skip unnecessary courses and speed up graduation. Most exams are 90-minutes long and consist of multiple choice questions. Students should check with their university's policy on granting credit for specific CLEP exams before registering for, studying for or taking any exams.

Fennimore Community Schools will serve as the CLEP testing center and tests will be administered within the school. Fennimore Community Schools will cover the cost of CLEP exams for students that take CLEP courses and meet the following requirements:

- a. Must have a cumulative "A" or "B" class average at the time of the exam ($>79.99\%$).
- b. Must have participated in the instructor's required exam preparation.

Any student may take the CLEP exam that does not have an "A" or "B" in the course. However, the exam cost will be the student's responsibility and must be paid prior to taking the exam.

Description of High School Courses

Fennimore High School offers a curriculum including courses in many areas. These courses meet or exceed the Wisconsin State Standards. Following is a short description of course offerings.

Agriculture

Participation in the FFA will be strongly encouraged, but not required.

Introduction to Agriculture - .50 credit

No prerequisite

The agricultural and food sectors in the United States employ about 22.1 million people. Students will spend time learning about plants and domesticated animals will be studied with field trips to local farms and businesses, which students will help to arrange. Students will study how food is produced, harvested, processed, distributed, and retailed. Food labs will teach students how different foods are made. Units of welding, wildlife, SAE (Supervised Agricultural Experience) plants and landscaping are also part of this course. Field trips will be taken to judging contests, World Dairy Expo and local agricultural businesses. FFA will also be discussed with an emphasis on leadership and citizenship. Students planning to take later agriculture courses are encouraged to take this course as a freshman.

Dairy Science/Agribusiness Management - 1.00 credit

Prerequisite - Intro to Agriculture or Biology and instructor approval, Grades 10-12

Students will take an in depth look at the dairy industry. Areas to be covered include: herd establishment, breeding systems, nutrition, behavior and environment, health prevention and control, housing, animal care, milk secretion and handling, marketing your product, labs, live animals, cheese making, cheese tasting and building your own business. We will also explore what makes a successful agriculture business, whether it is farming, horticulture, or another aspect of the agriculture industry. We will work on record keeping skills, financial management, and managing a business. Field trips to local dairies and dairy related businesses are included.

Plant Science- .50 credit

Prerequisite - Intro to Agriculture or Biology and instructor approval, Grades 10-12

Whether or not you have a green thumb, this course is for you! If you are interested in exploring plants and all they represent, plus working in a virtual greenhouse, you should take this class. We will take a look at floral design, container gardens, corsages, boutonnieres, wreath and bow making, interiorscaping, and greenhouse management. We will plant a wide variety of plants while learning about how they grow, what they need, and how they can be used. Plant propagation, Integrated Pest Management, pesticides, and insects will also be discussed. Guest speakers will be invited to share their expertise, and student/teacher organized field trips may also be taken.

***Transcribed Credit - 3 credits at SWTC for Plant Science 10-006-160 upon completion of this course.**

****This portion of the course counts as .50 science credit for graduation.**

Animal Science - .50 credit

Prerequisite - Intro to Agriculture or Biology and instructor approval, Grades 10-12

This course is designed to give students basic knowledge in the selection, anatomy, physiology, nutrition, and management of cattle, llamas, beef, sheep, swine, and dairy cattle, horses and small animals. A unit on meat selection will give students an understanding of how to produce and consume good quality meat. A field trip, which students will help to organize, will be taken to animal businesses to study animals. Animal diseases, approved veterinary practices, breeding programs, and other management procedures will be discussed. Any student who has an interest in animals should consider this course. The FFA will be discussed with a focus on leadership and citizenship.

***Transcribed Credit - 3 credits at SWTC for Animal Science 10-006-180 upon completion of this course.**

****This course counts as .50 science credit for graduation.**

Food Science - .50 credit

Prerequisite – Intro to Agriculture or Biology and instructor approval, Grades 10-12

Present day consumers have become accustomed to supermarkets with a vast selection and supply of food products. Although our food production and processing system is very efficient and safe, it is often taken for granted. Students will learn what it takes to process the food, how it is kept safe, and basic human nutrition requirements. Some topics to be studied include consumer education, food processing and engineering, food measurements, safe handling of food, and effects of food on health. Lab base class. Field trips to local food businesses and guest speakers are included.

Natural Resource Management - .50 credit

Prerequisite - Intro to Agriculture or Biology and instructor approval, Grades 10-12

If you enjoy the outdoors and critters of the outdoors, this is the class for you! Wildlife is a very important part of our natural world. This course explores the history of wildlife, their populations, habitats, diseases, and protection. We will study anatomy and physiology, nutrition and feeding. Units will also include hunting, fishing, and trapping. ethics, regulations, and outdoor recreation, econ-systems , habitats, citizen responsibilities will be discussed. Guest speakers, labs, and a field trip, which students will help to organize will be utilized to make important connections with material taught in the classroom. Each student will have the opportunity to perform panfish taxidermy. There will be time spent focusing on the FFA and the ways in which students can turn their interest in wildlife into a valuable extracurricular experience.

GMAW-Equipment and Oxyfuel Gas Cutting and Gouging- .50 credit

Prerequisite - Grades 10-12 (limited to 10 students per semester)

In this hands-on course the student will identify GMAW equipment components as well as inspect those components for safety. The student will also set up GMAW equipment for welding plain carbon steel, aluminum and 3XX stainless steel. Students will perform manual and machine (track burner) oxyfuel gas cutting as well as manual and machine oxyfuel gas gouging.

***Transcribed Credit - 1 credit at SWTC for GMAW Equipment 31-442-327 and 1 credit for Oxyfuel Gas Cutting and Gouging 31-442-311 upon completion of this course.**

SMAW Equipment and Oxyfuel Equipment- .50 credit***Prerequisite - Grades 10-12 (limited to 10 students per semester)***

In this hands-on course the student will identify SMAW equipment components as well as inspect those components for safety. The student will also set up SMAW equipment for welding plain carbon steel and 3XX stainless steel. Students will learn how to make external repairs on oxyfuel equipment components, inspect for safety, and set up oxyfuel equipment for welding.

***Transcripted Credit - 1 credit at SWTC for Oxyfuel Equipment 31-442-314 and 1 credit at SWTC for SMAW Equipment 31-442-320 upon completion of this course.**

GTAW Equipment and FCAW Equipment - .50 credit***Prerequisite - Grades 10-12 (limited to 10 students per semester)***

In this hands-on course the student will identify GTAW equipment components as well as inspect those components for safety. The student will also set up GTAW equipment for welding plain carbon steel, aluminum and 3XX stainless steel. Student will identify FCAW equipment components as well as inspect those components for safety. The student will also set up FCAW equipment for welding plain carbon steel.

***Transcripted Credit - 1 credit at SWTC for GTAW Equipment 31-442-323 and 1 credit for FCAW-Equipment 31-442-332 upon completion of this course.**

Art**Introductory Art - .50 credit*****No prerequisite***

A preparatory course for those students wanting to take any art courses, this course is based in the elements and principles of design with an emphasis on art as a means of personal expression and visual communication. The class will also examine the importance of the “creative process” as a fundamental part of art production. Multiple art processes and techniques will be explored along with skill development in art criticism and art history.

Basic Drawing and Painting - .50 credit***No prerequisite***

This is a semester of study applying basic drawing and painting skills in a practical matter. Students will learning how to observe the subject matter, draw and paint from the “real world”, critique, and be critiqued by peers. This course will include the development and history of drawing and painting and the importance of drawing and painting as a form of visual communication. Various historical styles and techniques will be explored, examples of which might be Pointillism, Expressionism, Pop, Op, Super-Realism, still life, portraiture, landscape and abstraction.

Ceramics - .50 credit***No prerequisite***

This is a semester of study dealing with clay hand-building techniques. Some art history and development of ceramics will be studied. The functional and aesthetic qualities of ceramics will be explored, and experimentation in design and glazing encouraged. Review of design principles as applied to three-dimensional form will be a continuous part of the ceramic process. Emphasis will be placed upon good design, sound craftsmanship, and creative application of ceramic concepts.

Sculpture and Design - .50 credit***No prerequisite***

A semester of study dealing with different mediums of sculpture; such as: clay, plaster, metal, wood, plastic, glass, and combination of mediums (mixed media). As well as exploring different mediums, the course will have a very strong foundation in elements and principles of design with discussions/critiques of what makes a great design and what is aesthetically pleasing. There will be study of art history, especially those who have worked in three-dimensions.

Advanced Drawing and Painting - .50 credit***Prerequisite - Basic Drawing and Painting***

Exploring advanced drawing techniques and painting techniques: pencil, colored pencil, charcoal, pastels, watercolor pencils, markers, inks, acrylic, watercolor, oils, enamels, and mixed medium. Extensive amount of the course will be spent critiquing and talking about projects. Art history and research will be done on artist's who have worked in the same manner.

Advanced Sculpture and Design - .50 credit***Prerequisite - Basic Sculptures and Design***

A semester of advanced sculpture techniques focused on a few mediums. Some projects that could be explored are: ceramic water fountain, ceramic wall relief, glass slumping, and non-traditional materials to make sculptures. Extensive amount of the course will be spent critiquing and talking about projects. Art history and research will be done on artists who have worked in the same manner.

Advanced Applications of Art - .50 credit***Prerequisites - Sophomore Status, Introductory Art, Basic Drawing and Painting, and Sculpture and Design***

We will be exploring stained glass, group mural paintings, self-designed projects and possibly metal sculpture.

Digital Art - .50 credit***Prerequisites - Introductory Art and Basic Drawing and Painting. Beginning Computer Apps recommended.***

We will be exploring Adobe Photoshop as a visual medium, which will allow students to create original artwork digitally. We will learn all the basic tools in (CS6) paired with elements and principles of design, then move into advanced skills to create projects; such as: CD cover design, logo design, cereal box design, and clothing design. As the course progresses, we might expand into Google Sketch-Up, Adobe Illustrator, and 3D printing.

Independent Study Art - 1.00 credit***Prerequisite - All Art classes and instructor consent***

The student will have an opportunity to explore and develop their own personal style of art through form and content.

Business Education**Beginning Computer Applications - .50 credit*****No prerequisite***

Students will be introduced to the Microsoft Office Suite; including Word, Excel, Access and PowerPoint. They will compare those applications to other technologies available in the workforce today. Students will explore the importance of these applications in the workforce, college and personal use.

***Transcripted Credit - 1 credit at SWTC upon completion of Beginning Microsoft Office 10-103-128.**

Advanced Computer Applications - .50 credit

Prerequisite - Beginning Computer Applications

Students will establish advanced Microsoft Office Suite skills; including Word, Excel, and PowerPoint. Students will prepare for and complete the Microsoft Office Specialist Certification. Students will explore other technology tools and database management options. The course is designed for students preparing for a Career in Business.

***Transcribed Credit - 1 credit at SWTC upon completion of this course for Intermediate Microsoft Excel 10-103-118.**

***Students will/may also receive:**

- 1. Microsoft Office Specialist Certification**
- 2. Microsoft Technology Association Certification (Optional)**
- 3. Adobe Certifications (Student Specific)**

Accounting 1 - 1.00 credit

Prerequisite - Grades 10-12 only

The purpose of this course is to acquaint the student with the basic double-entry system of accounting present in a variety of businesses. It also provides an opportunity to learn how to keep personal financial records (which are necessary today when income tax laws make it almost mandatory that records be kept). Concepts of accounting will be taught through the use of the text, projects, and computer programs such as electronic spreadsheets and simulation projects. This course builds a solid foundation for students who plan to major or minor in business in their post-secondary education.

***Transcribed Credit - 4 credits at SWTC for Accounting I 10-101-111 upon completion of this course.**

Some 4-year colleges accept this class as college credit--the student needs to inquire at the institution.

Students will also earn 1 college credit for Quickbooks Online 10-101-127 at SWTC.

Accounting II - 1.00 credit

Prerequisite - Accounting I

This course will help students acquire knowledge of advanced accounting procedures and techniques utilized in solving business problems and making financial decisions. An emphasis will be placed on computers and accounting software to help manage, store, calculate, post, retrieve, analyze, and print accounting information as well as prepare financial reports. This course continues to build a solid foundation for students who plan to study accounting or business in their post-secondary education.

***There is a CLEP Exam in Financial Accounting associated with this course.**

***Students who complete Accounting I and II may be eligible for a *Quickbooks Online* certification.**

Introduction to Business - .50 credit

Prerequisite - Grades 11 & 12 only

This course introduces students to the exciting world of creating and owning their own business. “Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? Are you interested in owning your own business someday?” In this course students will study basic business principles, characteristics of successful entrepreneurs, and learn the fundamentals needed to plan and launch a business. With a “learning by doing” concept, the students will go through the decision-making process of creating a business, developing a product/service, and marketing that product/service.

***There is a CLEP Exam in Principles of Marketing associated with this course.**

***Transcribed Credit - 3 credits at SWTC for Intro to Business 10-102-105 upon completion of this course.**

Some 4-year colleges accept this class as college credit--the student needs to inquire at the institution.

Personal Finance - .50 credit (*)This class is required for graduation)**

Prerequisite – 11th or 12th grade

With the increasing size of individual credit card debt and the number of personal bankruptcies the Governor's Task Force on Financial Literacy has encouraged schools to address the problem of financial illiteracy in Wisconsin. This class will address income, money management, spending and credit, and saving and investing.

***Transcripted Credit - 1 credit at SWTC for Personal Finance 10-102-151 upon completion of this course.**

Some 4-year colleges accept this class as college credit--the student needs to inquire at the institution.

***Students who complete Personal Finance may be eligible for a *WISE Financial Literacy* certification.**

AP Business with Personal Finance - 1.00 credit

Prerequisite – 11th or 12th grade

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

Yearbook I, II, or III - 1.00 credit

Grades 10-12 only

Students will create and distribute the FHS yearbook publication. The course is designed for students preparing for a career in Business, Graphic Design, Marketing, Advertising or related fields. Students may also use social media platforms (Twitter, Facebook, Instagram, Snapchat) to promote school pride and school events as part of Yearbook. Students will learn to navigate the Josten's online yearbook software to create yearbook pages. Some of the activities involved throughout the course will include designing pages, writing and proofreading articles, selling advertisements, taking pictures, obtaining pictures, communicating with school personnel and meeting weekly deadlines.

Driver's Education

Driver's Education – Offered through SWTC - no high school credit

Any student may enroll in driver's education the semester they reach 15 ½ years of age regardless of their class status. The fee for that class will be determined by Southwestern Wisconsin Technical College. The fee must be paid to the technical college on the first day of classes. **Classes will be scheduled during the summer, sign up will be in the spring.** Online registration through SWTC is required.

English, Language, and Speech

English 9 - 1.00 credit

Required of all freshmen

This course uses literature as the focal point for writing, speaking, interpretation, and discussion. Units include reading and writing narrative texts, informational texts, and realistic fiction; themes in literature; argumentative and persuasive writing; Shakespeare; and research into issues important to American teenagers. Vocabulary, editing strategies, grammar and usage, multi-paragraph writing and critical thinking skills are stressed.

English 10 - 1.00 credit***Required of all sophomores***

This course concentrates on introducing students to rhetoric by evaluating a variety of different types of texts. Students will also be practicing using rhetoric in their own writing. Nonfiction writing assignments will be required weekly based around a variety of subjects in order to expose students to many different types of real-world topics. Other writing assignments will include persuasive, informational, narrative, and argumentative writing. Literature study will include poetry, short stories, and novels.

English 11 - 1.00 credit***Required of all juniors***

Improving students' writing, speaking, reading, listening, and thinking skills is stressed throughout this year-long study of American literature. Students will be exposed to American nonfiction and fiction through essays, speeches, poems, short stories, novels, and plays. Special emphasis is placed on the writing of an argumentative research paper and preparing for the state-mandated ACT exam.

English 12 - 1.00 credit***Seniors only***

This course focuses on real-world communication skills. Workplace writing, business skills, and applications of business technologies are emphasized. Building on each student's previous knowledge of reading, writing, speaking and listening skills, and applying them to life after graduation, is the main goal of this course.

College-Prep English - 1.00 credit***Seniors Only; Juniors with prior permission from instructor and principal***

This course is designed to provide the college-bound student with the broad basis of knowledge necessary for success at the college level. English literature, from Anglo-Saxon times to the present, includes a Shakespearean play, two English novels, poetry, essays, and short stories. Writing a research paper, vocabulary, grammar and usage skills, writing college application essays, and completing scholarship forms are a focus of the course.

***There is a CLEP Exam in English Literature associated with this course.**

AP Language and Composition - 1.00 credit***Seniors only***

The AP Language and Composition course is a full year course that will aid students in becoming skilled readers of nonfiction and fiction written in a variety of rhetorical contexts and teach students to respond critically to literature through composition. Students will produce expository, analytical, and argumentative compositions that move beyond the five-paragraph essay. Students will be expected to take the AP Language and Composition test in May, for which they may receive up to six college credits in English depending upon their test score and the requirements of their chosen college. Specific summer assignments are expected, and students should enjoy reading and writing and want to work to improve their skills in these areas.

Foreign Language**Spanish 1 and 2 - 1.00 credit*****Prerequisite - Spanish 1 for Spanish 2***

Both courses cover basic skills in listening, reading, writing, and speaking. Students will learn using comprehensible input and storytelling methods. The emphasis is not on memorizing vocabulary and grammar, but instead on acquiring words and phrases in context. Hispanic culture is incorporated at both levels. Students will be exposed to the language and culture through literature, music, current events, videos, websites, movies, crafts, and more. The goal is for students to reach a novice mid to novice high level in Spanish 1 and novice high to intermediate low in Spanish 2.

Spanish 3 - 1.00 credit***Prerequisite - Spanish 2***

This course offers a reinforcement of high-frequency structures and vocabulary previously learned in levels 1 and 2 including learning different verb tenses. A more in depth study of grammar will be emphasized as well as reading whole class novels and independent reading. Hispanic culture will continue to be an integral part of the curriculum. Career opportunities are also explored. By the end of Spanish 3, the goal is that students will achieve a proficiency level of intermediate low to intermediate mid.

Health**Health Education - .50 credit**

Health Education is a required course for students who didn't complete a ½ credit of Health in 7th & 8th grade. Health concerns such as infectious diseases and the immune system, cardiovascular disease, venereal diseases, diabetes, cancer, heredity, prenatal care, birth defects, alcohol and drug abuse, nutrition, the meaning of physical fitness, success in marriage, parenting, adulthood and aging, accident prevention, CPR and AED training, and death and dying will be covered. Lectures, videos, guest speakers, demonstrations and discussions will be part of this course.

Mathematics

The mathematics program is designed to meet the needs of all high school students. The program provides for needs ranging from those desiring a minimum background in everyday problem solving to those preparing for an extensive course in college mathematics.

Algebra 1 - 1.00 credit***No Prerequisite***

Algebra 1 is often called a gatekeeper course because it opens the door to all other areas of study in mathematics and the sciences, including chemistry and physics. Topics introduced in Algebra 1 provide the foundation students require for future success in high school mathematics, critical thinking, and problem-solving. Through this course, students will be introduced to algebraic expressions and functions, solving and graphing equations and inequalities, solving systems of equations and inequalities, exponent rules, radicals, factoring and operations with polynomials, and solving and graphing quadratic equations. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics and is required for all students and for college admission.

Geometry - 1.00 credit***Prerequisite - Algebra 1***

This college preparatory class deals with measurement, the properties and relationships of points, lines, planes and angles, as well as two-dimensional figures and 3-dimensional solids. Inductive and deductive reasoning are introduced and practiced in great detail. Emphasis is placed on the development of mathematics as a logical system and on the way in which Algebra and Geometry complement each other. Attention is given to the writing of proofs, introductory trigonometry, and the importance of precision of thought. Normally taken the year between Algebra 1 and Algebra 2. This course is required for all students and for college admission.

Algebra 2 - 1.00 credit***Prerequisite – Algebra 1 and Geometry***

Through the second course in algebra, students are introduced to ideas and techniques basic to the development of modern science. This course includes the study of linear and quadratic equations, inequalities, polynomials, rational expressions, irrational numbers, complex numbers, functions, variations, and analytic geometry. Algebra 2 brings to life many real applications of mathematics. This course is required for entrance into most colleges and will give students the basic skills needed for a college math class.

***There is a CLEP Exam in College Algebra associated with this course.**

AP Precalculus - 1.00 credit***Prerequisite – Algebra 2***

AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. This course is intended to help students understand, apply and appreciate the major concepts of functions, prepare students for Calculus, and help students to reason abstractly and quantitatively. This course is highly recommended for students considering attending a four year college. AP Precalculus is designed to be the equivalent of a first semester college precalculus course. Students may elect to take the advanced placement Precalculus test and may receive college credits if the required score is met.

Advanced Algebra & Statistics - 1.00 credit***Prerequisite – First Semester: Algebra 2 | Second Semester: Geometry with a B or better (or teacher recommendation)***

This course is designed to give students a deeper understanding of algebra and statistics. Throughout the first semester, students will focus on extending and deepening their algebra knowledge with the goal of taking the CLEP College Algebra or Precalculus exam. To be successful on these exams, students must have taken Algebra 2 or higher prior to this course. During the second semester, the focus will be on statistics. This semester will include topics such as designing unbiased studies, data representation and analysis, data distribution, and probability. Statistics is present in every aspect of our life, so having a good base understanding of statistics will not only benefit you in other math and science courses, but also in your everyday life by improving your critical thinking and data analysis skills. Whether you want to go into business, medicine, education, science or politics, or just want to be a better consumer, statistics will help you.

***There is a CLEP Exam in College Algebra or Precalculus associated with this course.**

AP Calculus - 1.00 credit***Prerequisite – Precalculus***

Calculus students will study topics of limits, differentiation, and integration. Students will learn how these topics relate to the graph of a function and other physical phenomenon such as motion. A hands-on approach using technology will help students to develop a higher understanding of mathematics and its uses. This course is equivalent to the first semester of college calculus. Students may elect to take the advanced placement calculus test and may receive college credits if the required score is met.

Integrated Mathematics - 1.00 credit***Prerequisite – Algebra 1 and Geometry***

This course integrates concepts of algebra, geometry, statistics and probability, consumer math, and other areas of mathematics from an applied/practical approach rather than a theoretical approach.

***There is a CLEP Exam in College Mathematics associated with this course.**

FHS Recommended Calculators (also on website)

If you are confused about what calculator you should buy to be prepared for your high school math course, this guide may help you out.

Grade 6 - Algebra 2: Please purchase a TI-30XIIS.

Students entering Precalculus and AP Calculus will regularly use the TI-84 Plus CE in class. Although it is preferred that students own a TI-84 Plus CE graphing calculator for these classes, it is not a requirement of the course. Students will be required to bring a calculator to class each day.

Students who are planning to attend a 4-year university will find it helpful to own a graphing calculator prior to their first college math class. The TI-84 Plus CE will be used daily in this course and is accepted by most universities.

Music

Performing Groups:

Fennimore High School Department of Music offers any student interested in performing instrumentally or vocally the opportunity to become a participant in its performing organization.

Curricular - Classroom

Music Theory (Computer-Aided Musical Composition) - 1.00 credit

No Prerequisite

Independent Study

Open to all grades 9 - 12. Music Theory is a project based course which explores basic concepts surrounding the elements of music and fundamentals of music composition. At the end of the course, students will have a composition or arrangement that may be submitted for competitions or to be performed during Solo and Ensemble Festival.

Advanced Music Theory (Computer-Aided Musical Composition) - 1.00 credit

Music Theory or Test In

Independent Study

Open to grades 9 - 12. Advanced Music Theory is a project based course which explores more advanced topics in the elements of music, aural skills, and fundamentals of music composition. At the end of the course, students will have a composition or arrangement that may be submitted for competitions or to be performed during Solo and Ensemble Festival.

Curricular - Vocal

Concert Choir - 1.00 credit

No Prerequisite

Open to students in Grades 9-12. The Concert Choir performs a variety of four, six, and eight part music in several concerts and at the conference choral festival.

Concert Choir Plus (Laude Points) - 1.00 credit***Prerequisite - 2 years (or 4 semesters) of Concert Choir.***

Students will rehearse with the concert choir and lead sectionals when needed, and attend all scheduled performances. Students in this section will be required to be involved in solo and ensemble. There may also be extra responsibilities assigned by the director.

Non-Credit Vocal**Show Choir**

Show Choir gives auditioned students an opportunity to perform music in the pop style with choreography. Open to students in Grades 9-12 by audition. The Show Choir performs at various concerts and contests and most rehearsals take place during the regular school day, but may occasionally meet outside of the school day. The Show Choir will perform at a conference festival outside of the school day and possibly at State Solo and Ensemble.

Chamber Singers

Open to sopranos and altos in Grades 7-12. This group gives the students the opportunity to experience the unique treble sound quality and to study some of the music literature composed specifically for treble voices. The Chamber Singers perform three- and four-part music and rehearse once a week outside the regular school day.

Eagle Chordsmen

Open to tenors and basses in Grades 7-12. This group gives students the opportunity to experience the unique quality of tenor and bass voices alone. The Eagle Chordsmen perform a variety of two-, three- and four-part music and rehearse once a week outside the regular school day.

Solo/Ensemble Festival

Open to students in Grades 7-12 who are members of a school choir. Offers students the chance to spend extra time developing their singing technique and confidence. Rehearses outside of school time or during study halls. Performs at a Saturday conference festival and possibly the state festival.

Curricular - Instrumental**Senior Band - 1.00 credit*****No Prerequisite***

This group is open to students in Grades 9-12 who desire training in instrumental music. All band members perform with the marching band (football games and various parades), concert band (concerts and WSMA District Band Contest), and pep band (various home basketball games and wrestling matches).

Senior Band Plus (Laude Points) - 1.00 credit***Prerequisite - 2 years (or 4 semesters) of Senior Band***

This class meets with the Senior Band every day. Students will rehearse with the Senior Band and lead sectionals when needed, and attend all scheduled performances. Students in this section will be required to be involved in solo and ensemble. There may also be extra responsibilities assigned by the director.

Non-Credit Instrumental**Jazz Ensemble**

Open to band students in Grades 8-12 by audition. The group takes part in several concerts a year and also does several jazz festivals at state universities and high schools during the school year. This group explores the jazz blues and rock styles while giving the students an opportunity to experiment with improvisation techniques.

Solo/Ensemble Festival

Any instrumental music student in Grades 7-12 may participate in this event sponsored by the WSMA. Pianists, who perform in a school co-curricular music organization, are encouraged to assist in accompanying soloists, as well as participate themselves.

Color Guard 9-12

Band students may participate in Color Guard with the marching band program. The Color Guard is under the jurisdiction of the band director. These students march in parades and perform at home football games.

Physical Education

Physical education is an integral part of the total educational program at Fennimore High School. Unless medically excused, each student must complete 1.5 credits in high school (PE. 9/10, and Advanced PE). Adequate time for showers and dressing is allowed, and students are expected to take showers after each class session. Each student will be assigned a lock and locker in which to keep physical education clothing and equipment.

PE 9/10 - .50 credit (semester course)

No Prerequisite - Required for all students in grades 9 and 10

Physical education varies with the seasons. Spring and fall activities are conducted outside, and winter activities are primarily conducted in the gymnasium, wrestling room, and weight room. Team and individual activities taught in high school physical education include: flag football, volleyball, basketball, soccer, bowling, self-defense, tumbling, wrestling, tennis, dance, badminton, aerobics, softball, and archery, as well as other sports activities. Physical fitness evaluations are completed each year.

Team Sports - .50 credit (semester course)

Prerequisite – Must be in grades 11 or 12 and have completed a semester of PE 9/10 in grades 9 and 10

For three days a week, students will participate in a variety of team sports including football, soccer, softball, lacrosse, team handball, floor hockey, basketball, volleyball, ultimate Frisbee, indoor soccer, tennis, badminton and pickleball. Lectures, videos, demonstrations, and discussions covering skills, techniques, and play strategies will be part of the course. On the remaining two days, students will explore and participate in a variety of fitness/wellness activities including: fitness testing, weightlifting, rope jumping, plyometrics, speed training, and running/jogging. The areas of wellness to be developed are: body composition, cardio-respiratory fitness, flexibility, muscular strength and endurance, and nutrition and safety. Individuals will examine their own level of fitness and establish goals to improve each area. A personal fitness plan will be developed and utilized to encourage lifelong fitness.

Lifetime Sports - .50 credit (semester course)

Prerequisite – Must be in grades 11 or 12 and have completed a semester of PE 9/10 in grades 9 and 10

For three days a week, students will participate in a variety of lifetime sports, including: golf, bocce ball, croquet, square dancing, line dancing, zumba, bowling, badminton, pickleball, horseshoes, bean bags, ladder golf, table tennis, shuffleboard, geocaching, archery, orienteering, and tennis. Lectures, videos, demonstrations, and discussions covering skills, techniques, and play strategies will be part of the course. On the remaining two days, students will explore and participate in a variety of fitness/wellness activities including: fitness testing, weightlifting, rope jumping, plyometrics, speed training, and running/jogging. The areas of wellness to be developed are: body composition, cardio-respiratory fitness, flexibility, muscular strength and endurance, and nutrition and safety. Individuals will examine their own level of fitness and establish goals to improve each area. A personal fitness plan will be developed and utilized to encourage lifelong fitness.

Advanced Phy Ed - .50 credit (semester course)

Prerequisite – Must be in grades 11 or 12 and have completed a semester of PE 9/10 in grades 9 and 10

Advanced Phy Ed will have students engage in rigorous strength and conditioning exercises. Students will learn the importance of proper form and technique in strength and conditioning programs and how proper nutrition plays a role in body development.

Adaptive Physical Education

Available to exceptional education needs students as identified in the individual educational plans.

Science

The role of the science department is to acquaint students with many biological and physical relationships that affect them in everyday living and to provide a background for those students pursuing post secondary education.

Biology - 1.00 credit

Required of all students in grade 9

This course provides information about the anatomical, functional, chemical, and ecological aspects of life. This course is required for all students.

Environmental Science - 1.00 credit

Prerequisite – Biology

This course is laboratory-based science class in which students will study Earth's systems and cycles, resources and energy, ecology and biodiversity, human impacts on the environment, policy, conservation and restoration, and sustainability. Environmental Science will be offered alternating years with AP Environmental Science.

Applied STEM (Science, Technology, Engineering, Math) - 1.00 credit

No Prerequisite

Priority is given to seniors, then juniors, then sophomores based on availability of seats.

This hands-on course will be taught in a series of thematic units in which students apply science, technology, engineering, and math to solve problems, produce original ideas, and create objects/structures. This class also focuses on the following skills: writing, graphing, note-taking, collecting and analyzing data, critical thinking, and organization.

Chemistry - 1.00 credit

Prerequisites - Algebra I and Biology (with a C or better)

Chemistry is a college preparatory course. Areas of study are matter and its physical and chemical properties, atomic theory and structure, chemical compounds and reactions, chemical calculations, acid-base theory, gas laws, and organic chemistry. Students considering taking AP Biology must take this course prior to taking AP Biology and concurrent enrollment is not allowed. This course should be taken by all students planning to attend a 4-year college. This course must be completed prior to taking AP Chemistry.

Physics - 1.00 credit***Prerequisites - Geometry and Algebra II***

Physics is the study of how the Universe works; from the very large to the very small. You will gain problem-solving and critical thinking skills while getting to see mind-bending ‘magical’ demonstrations and learning intriguing concepts. The math prerequisites are included because we will be using sine, cosine, and tangent and will work extensively with equations. Topics covered include: motion, acceleration, forces, momentum, energy, simple machines, thermodynamics, waves, sound, light, reflection, refraction, and electricity, time pending. This course pairs well with Precalculus or AP Calculus as many topics overlap and is highly recommended for students who plan to pursue a degree in a STEM field.

Anatomy & Physiology - 1.00 credit***Prerequisites – Sophomore, junior, or senior standing and completion of Biology.***

This college preparatory course will provide a comprehensive study of the anatomy and physiology of the human body and an introduction to medical terminology. Any student planning to pursue a career in the medical field or health-related professions should consider enrollment in this class. Students considering taking AP Biology should take this course prior to taking AP Biology, but it may also be taken concurrently.

Anatomy & Physiology II - 1.00 credit***Prerequisites – Junior or senior standing and completion of Anat & Phys I.***

This college preparatory course continues where Anatomy & Physiology I leaves off. Systems covered include the Special Senses, Endocrine System, Respiratory System, Digestive System, Urinary System, Lymphatic System, Immune System, and Reproductive System. Any student planning to pursue a career in the medical field or health-related professions should consider enrollment in this class.

AP Anatomy & Physiology - 1.00 credit***Prerequisites - Senior standing with completion of Biology, Anat. & Phys. I, and Anat. & Phys. II***

The AP Anatomy and Physiology course is an advanced high school course that provides an in-depth study of the structure and function of the human body, focusing on how organ systems work together to maintain homeostasis. It covers topics like cellular biology, tissues, and the integumentary system, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive systems. The course is designed to prepare students for college-level science and health-related careers.

AP Chemistry - 1.00 credit***Prerequisites - Completion of Chemistry with a C or better. Completion of Algebra II highly recommended.***

AP Chemistry is a one year class equivalent to that of a freshman-level college chemistry course. It will be fast-paced and rigorous, requiring background in general Chemistry, plus a high level of confidence and skills in mathematics, particularly with algebra. AP Chemistry involves applying logic and critical thinking to show a depth of understanding. The goal of AP Chemistry is to provide the student a foundation in which to understand the structure and properties of chemical substances and to make predictions in regards to energy movement in a system. By nature, this course is lab-based with special emphasis on quantitative and qualitative methods of analysis.

AP Environmental Science - 1.00 credit

Prerequisites - Completion of Biology. Chemistry is very highly recommended. Junior or senior standing preferred.

Students will learn about the interrelationships of the natural world, identify and analyze environmental problems, and examine alternative solutions. Students will understand the impact that humans have on the environment, both negatively and positively. This course contains a lot of math, reading, and fast-paced learning. Having several science classes completed before taking this course is recommended. It is offered alternating years. AP Environmental Science will be offered alternating years with Environmental Science.

AP Biology - 1.00 credit

Prerequisites – Junior or senior (preferred) standing, completion of Biology (with a C or better), Chemistry, and Anatomy & Physiology (A&P may be taken concurrently).

Students will learn the basics of college level biology and prepare themselves to take the AP Biology test. Topics covered include: Biochemistry, Cells and Cell Processes, Maintenance of Homeostasis, Genetics/Hereditry, Evolution, Ecology, and Animal Behavior. This is a very fast-paced and intense course; a summer assignment will be completed to prepare for the school year.

Social Studies

American History and Government I - 1.00 credit

Required for all students in Grade 9

This is a required year long course that attempts to instill a deep appreciation of our cultural and political heritage on students. Understanding the decisions made through history, the men and women who made the decisions and the consequences of the decisions should help the students to comprehend many of the present decisions and problems which face our society. Students will develop an understanding of U.S. history and government that includes the story of our state and local government and history. Students will learn the history of the seven federally recognized Indian tribes that inhabit Wisconsin. The time period that is the focus of this course is early American history up through the end of Reconstruction in 1877. Students will also learn how to conduct historical research, think critically, and present their findings to their peers.

Students are required to choose one of these options as sophomores:

American History and Government II - 1.00 credit

This course builds upon the curriculum presented in American History and Government I. The focus of the course is the late 1800s through the present day. Special emphasis will be geared toward connecting the history of our nation in these time periods to the development of our present-day political structure. The study of current events and issues that face our world today will be an integral part of daily discussions.

AP US History - 1.00 credit

Prerequisites - Open only to students in grades 10-12

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Students may elect to take the advanced placement US history

test and may receive college credits if the test is passed. Enrollment in this course will also be open to juniors and seniors who wish to take it after completion of American History and Government I and II.

Students are required to choose one of the following options as juniors or seniors. It is recommended that students choose one of these options their junior year in order to complete the 3-credit social studies graduation requirement.

1. Wisconsin History AND Current Issues

Wisconsin History - 0.5 credit (semester course)

Prerequisite - Grade 11 or 12

An elective, one-semester class that investigates the influence of Native American and European cultures on the development of our state. The class will look at the diversity of Wisconsin and its leadership in politics, industry, and agriculture. Students will gain a better understanding of the role of territorial Wisconsin to its position as a leader and innovator in American society

Current Issues - 0.5 credit (semester course)

Prerequisite - Grade 11 or 12

This course is a study current events and important issues of the day. Throughout the course students will keep updated on current events and will research and debate important issues at the local, national, and international level.

2. AP Psychology - 1.00 credit

Prerequisite - Grade 11 or 12

Psychology students will study a wide variety of topics in this behavioral science. Students will examine complete psychological theories to understand how they are developed, examine traditional ideas of psychology and how they are changing, evaluate the human body and its affect on behavior, discuss mental illness and increase cognitive and effective learning skills and abilities to communicate. Students will also experience the setting up, administering and evaluation of psychological experiments. This course is equivalent to an introductory college psychology class. Students may elect to take the advanced placement psychology test and may receive college credits if the test is passed.

3. AP US History (see description above under sophomore year)

Special Education

A full range of special education services is available for identified Exceptional Education Needs (EEN) students. Students will be scheduled into regular and/or resource classes as identified in their individual educational plans (IEP's). Credits earned in special education classes will be counted toward requirements in the respective regular education department.

Technology Education

Technology education consists of educational programs focused on technical means, their evolution, utilization, and significance in the industrial world. The study encompasses four broad content areas: communications, construction, manufacturing and transportation.

Eagle TV News Team-- 1.0 credit

Prerequisite - Grades 11 and 12 only. Limited to 20 students.

Learn how to create high-quality content using industry-standard software! Students will become skilled in video camera operation, lighting, storyboarding, digital imaging, importing/exporting graphics, video animation, and sound using tools in the Adobe Premiere Pro Suite. Projects will include conducting interviews at sporting events and school activities, shooting video clips for highlight reels, and producing short segments for Eagle TV (our school YouTube channel) and our district social media accounts.

The team will work under tight weekly deadlines, with opportunities to take on roles such as camera operator, field reporter, producer, and editor. Students will be expected to hold themselves accountable by managing their responsibilities, meeting deadlines, and contributing positively to the team. They will also be encouraged to think creatively—experimenting with new ideas, storytelling techniques, and visual styles to produce engaging content.

Technology Education - 1.00 credit

No prerequisite

Students in the module classes will be working with seven different modules. These include aerodynamics, mechanics, robotics, flight simulator, research and design, aerospace, and electronics. Students will learn to use the modules and create a small activity with them at the end of each lesson.

***Students will have the opportunity to earn the Snap-on Precision Measurement Certifications in Tape and Rule Measurement, Slide Caliper Measurement, Gauge Measurement, Angle Measurement, Micrometer Measurement and Dial Gauge Measurement**

Introduction to Building Trades - .50 credit (semester course)

Prerequisite - Technology Education, Grades 10-12

Introduces the learner to the fundamental building materials and methods of residential construction. Students will practice safe operation of hand tools and power tools. Various types of joining methods and general shop safety practices will be covered. Students will apply building trades skills by completing a small woodworking project.

Building Construction and Home Repair - 1.00 credit

Prerequisite - Technology Education with a C or better or instructor approval, Grades 10-12

This course is designed for those students who would like to continue to explore construction technology. Students will study construction materials and practices such as electrical, plumbing, drywall, and roofing. This will be accomplished with a combination of projects and activities dealing with different aspects of the construction industry and home repair. Students will also gain knowledge of career opportunities in the construction field. They will learn safety aspects of construction, how to read blueprints, be able to select and identify the uses of construction materials, and demonstrate accurate measuring, marking, cutting and joining procedures in their projects.

Machine Woods - 1.00 credit**(offered alternate years, next offered 2025-2026 school year)*****Prerequisite - Technology Education with a C average or better or instructor approval, Grades 10-12***

The students will learn safe operation of all basic woodworking machinery as well as upkeep and minor repair. Students will learn how to design, create and manufacture woodworking projects from rough cut lumber. The students also learn to construct and identify common woodworking joints.

***Students will have the opportunity to earn the Woodwork Career Alliance Sawblade Certification, testing in skills such as: measurement and layout, sanding, boring, jointer usage, table saw usage, and router usage.**

Furniture and Cabinet Making - 1.00 credit**(offered alternate years, next offered 2026-2027 school year)*****Prerequisite - Technology Education and Machine Woods with a C or better or instructor approval***

Furniture and Cabinetmaking is a two semester course for anyone interested in the fundamentals of materials, tools, machines, and processes used in the building of cabinets, the production of furniture, and the other work of the finish carpenter and cabinetmaker.

***Students will have the opportunity to earn the Woodwork Career Alliance Sawblade Certification, testing in skills such as: measurement and layout, sanding, boring, jointer usage, table saw usage, and router usage.**

Principles of Engineering - .50 credit (semester course)**(offered alternating years)*****Prerequisite - Technology Education, Algebra, Geometry, and Algebra 2 (or concurrent enrollment). Must be in grades 11 and 12.***

This course is for any student who plans on pursuing a career in engineering or a career as an engineering technician at a university or technical college. This course will expose students to the important concepts involved with engineering. Students will work on real life case studies that are examples of the type of problems they would be solving in this career. While working on the case studies, students will be implementing acquired math and science skills. This hands-on laboratory course will cover the concepts, principles, skills, techniques, and attitudes needed for a career in engineering.

3D Design and Printing - .50 credit (semester course)**(offered alternating years)*****Prerequisite - Grades 10, 11, and 12***

This course is designed to cover principles of 3D Design with an emphasis on 3D printing. This course provides students with an overview of several computer programs such as: SketchUp, 123D Design, TurboCAD, SolidWorks, Slie3r, GIMP 2 and others. Students will have an opportunity to design and create their own 3D parts such as phone cases and team logos.

Automotive Maintenance 1 - 1.00 credit (This course meets two class periods during one semester)***Prerequisite: Technology Education with a C or better or instructor approval, Grades 10-12***

This one semester block schedule course is for any student who wants to explore the basic repair of an automobile or a student who plans on pursuing a career as an automotive technician or automotive collision specialist. This course will expose students to automotive tune-ups and basic repairs in automotive systems such as: engine, electrical, cooling, and suspension. Students will work on basic vehicle maintenance and repair tasks such as: oil changes, coolant flushes, wheel bearing replacement, and tire repair.

***Transcripted Credit - 3 credits at SWTC for Automotive Maintenance 32-404-314 upon completion of this course.**

***Students will have the opportunity to earn the Snap-on Torque Certification and Snap-on Multimeter Certification.**

Automotive Maintenance 2 - 1.00 credit (This course meets two class periods during one semester)***Prerequisite: Automotive Maintenance with a C or better or instructor approval, Grades 11-12***

This one semester block schedule course is for any student who wants to further explore the basic repair of an automobile or a student who plans on pursuing a career as an automotive technician or automotive collision specialist. This course will further expose students to several ASE automotive systems: engine repair, brakes, electrical, suspension and engine performance. Students will have the opportunity to earn their ASE student certification. Students will help other students perform vehicle maintenance and repair tasks and have the opportunity to design, build and test a supermileage vehicle.

Automotive ASE - 1.00 credit (This course meets two class periods during one semester)***Prerequisite: Automotive II with a C or better or instructor approval, Grade 12***

This one semester block schedule course is for any student who wants to further explore the repair of an automobile or a student who plans on pursuing a career as an automotive technician or automotive collision specialist. This course will further develop students' skills in the eight ASE automotive systems: engine repair, transmissions, manual drive and drive train, suspension, brakes, electrical, HVAC and engine performance. Students will have the opportunity to earn their ASE student certification. Students will help other students perform vehicle maintenance and repair tasks and have the opportunity to design, build and test a Formula USA vehicle.

Robotics - .50 credit (semester course)**(offered alternating years)*****Prerequisite - Technology Education with a C or better or instructor approval - Grades 10-12***

The Robotics class is a hands-on introduction to robotic design, construction and fabrication. Students will learn about electronics, sensors, computer programming and mechanical design using 3D modeling software such as Google SketchUp and Inventor. Students will work in teams to design, build and test their robots against other robots.

Consumer Equipment Maintenance & Repair - .50 credit (semester course)***Grades 10-12***

Students learn the repair concepts of homeowner consumer products including Lawn & Garden tractors, riding lawn Mowers, snow blowers, string trimmers, and chainsaws. Students learn basic design concepts and the repair and maintenance of the equipment found in everyday residences for home upkeep.

***Transcripted Credit - 3 credits at SWTC for Consumer Equipment Maintenance & Repair 32-070-346 upon successful completion of this course.**

***Students will have the opportunity to earn the Snap-on Torque Certification and Snap-on Multimeter Certification.**

Vocational Education and Dual Credit

Education for Employment - Classroom - 0.25 credit

An independent course which includes understanding yourself and how your career choice should reflect your values and desired lifestyle. A resume and job application will be completed and an interview will be conducted. This is a ¼ credit course which can lead to job shadowing and other career opportunities.

Education for Employment - Work Experience - 0.25 credit/180 work hours up to 1.00 credit total

After having completed the classroom phase of Education for Employment, a student may receive 1/4 credit for every 180 hours worked on a job (up to one credit).

Supervised Work Experience - 1.00 credit

Prerequisite - Education for Employment, Classroom and Work Experience. Signed agreements by student, parents, employer and School-to-Work Coordinator need to be on file with the coordinator.

Supervised Work Experience is planned to develop a student academically, economically, and socially. This is open to seniors who have completed the Education for Employment class-work. The employer serves as a laboratory where students have an opportunity to apply principles and practices they have learned in school. Seniors will be allowed two class periods a day to participate in this program. Students must find their own employer and have the program approved by both the coordinator and the principal before the release time is allowed.

Youth Apprenticeship - Credit for classes taken and 1.00 credit for work per year

Prerequisite - Submit timely and completed application to Youth Apprenticeship Coordinator; maintain good attendance record; be scheduled to graduate.

This is a two-year program beginning in 11th grade, offering students guided learning and work experience within an industry. The apprentice will attend regular classes in high school as well as the related class at Southwest Wisconsin Technical College at least one day per week. They must work at a work-site ten hours per week during their junior year and fifteen hours per week during their senior year. Application process must begin in January of the student's sophomore year. Youth apprenticeships are available in the following areas: Finance, Health, Auto Collision, Auto Technician, Production Agriculture, Computer Networking and Tourism.

Early College Credit (Policy 2271) and Start College Now (Policy 2271.01)

Prerequisite - Grades 9-12 for Early College Credit Program and Grades 11-12 for Start College Now.

Applications must be turned in by March 1 for the fall semester or October 1 for the spring semester.

Students may apply to take courses offered by the University of Wisconsin system institutions (Early College Credit) or Wisconsin Technical College System (Start College Now). Students must meet all eligibility criteria for either program and complete all paperwork and submit to the school guidance counselor by the due date.

Aides, Assistants, and Tutors

Students are restricted to a maximum of one aide and/or assistantship positions during their sophomore, junior and senior years.

Classroom Assistants - .50 credit per semester

Prerequisite – Consent of Teacher

Students may sign up with a teacher to perform tasks such as tutoring, lesson preparation, research, instruction, lesson modeling, etc., and in addition, tasks similar to those of the teacher aides. Classroom assistants must exhibit special talents and interests in their requested subject area. Classroom assistants are responsible to their assigned teacher. Assistantships can be taken for a letter grade or pass/fail.

Library Media Center Assistant - .50 credit per semester

Prerequisite – Consent of Library Media Director

Students will learn about and assist in the day-to-day operations of the library-media center. Activities will include assisting in circulation of materials, processing of new materials; use and delivery of audio-visual equipment, and helping students locate materials.

Office Aides - .50 credits per semester***Prerequisite - Consent of the principal***

Office aides are assigned to specific areas to perform tasks such as answering telephones, recording attendance, copying, filing, word processing, running in-school errands, taking and delivering messages, etc. Aides are responsible to the principal and office staff.

Tutor - .50 credits per semester***Prerequisite - Consent of the guidance counselor***

Tutors will be available to students who would like assistance with homework, studying, or class projects. Tutors will be assigned to the study hall for the corresponding period which they are available. The tutor will not just give the answers to the questions, but instead, will show the student how to figure out the answers. A contract will be signed between the tutor and the student seeking assistance so that each party is responsible for a successful experience.



Fennimore High School

Silver Cord Program

The Fennimore High School mission is to facilitate the development of the potential of each student so they may be successful in society. In our efforts, we will be implementing a Silver Cord Service Program. This service and volunteer program will provide students with opportunities to develop to their fullest potential and become valuable members of the community and society. The Silver Cord Service Program will not only benefit the community, but it will assist students in the development of their leadership and citizenship skills. The program gives students an opportunity to engage in a process of evaluating their interests, skills, and also explore career choices, all of which promotes college and career readiness. In addition, many colleges and scholarship committees inquire about volunteerism and service in the application process.

All Fennimore High School students will be encouraged to participate in the Silver Cord Service Program. The program requires 160 hours of volunteer service throughout the student's high school career. Students may begin accumulating hours following the completion of their 8th-grade year. Students who move into the district following their freshman year will have a prorated hourly requirement.

Seniors who have completed the required volunteer service hours during their high school career will be awarded a SILVER CORD and will be recognized at graduation. It is required that students complete at least 80 of the 160 required hours and submit the correct verification paperwork prior to September 1st of their senior year. Seniors must have all forms turned in and verified by April 1st to be considered for the Silver Cord honor and to meet the scholarship application deadlines.

Each service activity must be recorded by the student on a Silver Cord Verification of Service Form. Completed forms must be submitted to the high school office within 30 calendar days of completed service. Volunteer service activities must meet the following requirements to earn the honor and recognition of a Silver Cord. All activities must be performed for someone other than family members. If the volunteerism occurs during the school day prior approval must be granted by administration. At least 50% of your hours must include service within the

Fennimore Community School District. All activities must be strictly volunteer service, you may not receive school credit or compensation for your work.

Listed below are some ideas that would qualify for the Silver Cord Service Program.

- Homework help and/or peer tutoring with prior approval
- Summer School teacher assistant
- Summer Camp volunteer
- School-sponsored childcare opportunities
- Summer recreation, youth sports (coach, referee, fieldwork, concession, etc)
- Boy Scouts or Girl Scouts volunteer
- Library volunteer
- Park or community clean-up projects
- Local or community events volunteer
- Non-Profit volunteer (Railroad Society, Depot Exchange, Maroon & Gold Club, Salvation Army, Red Cross, Feed My Starving Children, Marsden Park Trust, etc.)
- Natural Disaster assistance (flood, fire, weather)
- Chamber of Commerce, City, or Municipality volunteer
- Food pantry volunteer
- Humane or kennel shelter volunteer
- Nursing home or hospice volunteer (Divine Rehabilitation and Nursing)
- Churches and community organizations

Any ideas or opportunities not listed, please contact the administration for approval.

Non-qualifying activities that will not be approved for the Silver Cord Service Program.

- Organization or instructional classroom required activities
- Activities with compensation
- Chores at home, farm, or babysitting
- Court-ordered community service
- Working for a for-profit organization for free
- Working for a political party or campaign
- Spontaneous acts of kindness



Fennimore Community School District
SILVER CORD PROGRAM
VERIFICATION OF SERVICE FORM

INFORMATION COMPLETED BY THE STUDENT

Student Name: _____ Grad Year: _____

Date(s) of service: _____ Hours of Service: _____

Location of service: _____

Type of Service: _____

INFORMATION COMPLETED BY THE COMMUNITY MEMBER

☐ I verify that the information above is correct.

Printed Name of Community Member _____

Signature _____ Date _____

Contact Mr. Tollefson with questions  tollefsonb@fennimore.k12.wi.us



Fennimore Community School District
SILVER CORD PROGRAM
VERIFICATION OF SERVICE FORM

INFORMATION COMPLETED BY THE STUDENT

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Date(s) of service: _____ Hours of Service: _____

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Signature _____ Date _____

Contact Mr. Tollefson with questions  tollefsonb@fennimore.k12.wi.us

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