



Eleva-Strum Academic and Career Planning Guide 2025-2026

Academic and Career Planning is a student-driven, adult supported process in which students learn how their unique strengths and interests align to a wide variety of future opportunities. We have created this planning guide to help students and the adults in their lives choose courses that support their unique strengths and interests as they explore and build essential career skills.

An electronic version of this Career and Planning Guide is available at:
<http://www.esschools.k12.wi.us/acp-course-book>

**IF YOU WOULD LIKE LANGUAGE ASSISTANCE TO INTERPRET THESE MATERIALS,
PLEASE CALL THE HIGH SCHOOL OFFICE AT 715-695-2696**

Si Ud. le gustaria ayuda para interpretar el idioma de estos materiales, por favor llame a la oficina de la escuela secundaria a: 715-695-2696

The School District of Eleva-Strum shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions, or facilities on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital and parental status, sexual orientation or physical, mental, emotional or learning disability.

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



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Welcome to the Eleva-Strum High Academic and Career Planning Guide

Students and families,

Your high school experience is a priority at Eleva-Strum. Our goal is to prepare **all** students to be college, career, and life ready. We offer courses that are both rigorous and relevant to our student's lives and the dreams they wish to pursue after high school. We have created an Academic and Career Planning process that helps guide students in course selection that supports their interests. We strive to create a safe environment where students can take risks, develop communication skills, collaborate, problem-solve, and persevere to create unique and innovative solutions to real-world problems. We encourage active engagement in extra-curricular activities by offering various opportunities. We also proactively partner with our community, so students have a deep understanding of the wide range of industries and careers available for them to live and work right here after they have obtained post-secondary training or a degree. We encourage students to get involved with our community through apprenticeship programs and community service opportunities.

We build lasting and meaningful relationships with students that nurture their curiosity and promote civic engagement. In this Academic and Career Planning Guide, you will find various options. We have robust course offerings in art, music, and offer world language. We have extensive coursework in our Career and Technical Education areas of Business, Engineering/Technology, and Agriculture. Many of our courses are aligned to post-secondary career fields and often allow for dual credit to be earned at no cost to the student. We also partner with Chippewa Valley Technical College to offer High School Academies. Our core areas of English, Math, Social Studies, and Science contain higher-level courses that allow for dual enrollment and/or advanced studies. Furthermore, we have built-in supports for students both after school and during our school day who might need more individualized help or extra enrichment to meet their academic goals.

We hope you find this guide helpful and would love to sit down with each student and their family as they look to build a plan for their high school experience that aligns with their post-high school goals. We encourage students to challenge themselves and look forward to supporting them as they do! Hard work and a positive attitude are the keys to lifelong success, both personally and professionally. We believe in you and look forward to supporting you as you pursue your dreams!

Best wishes,

Joshua Skoug, High School Principal
Eleva-Strum High School Staff



Academic and Career Planning

This guide was designed to support each student in creating his/her personal Academic and Career Plan (ACP) in conjunction with ACP lessons students receive in grades 6-12.

Academic and Career Planning Lessons: Students use an online tool called Xello to take interest and skill inventories, explore post-secondary options, and store their ACP results and artifacts. Students can access their ACP information whenever they want and are able to update their information from year-to-year as their interests and goals change. Students' information is shared with their counselor and their homeroom teacher. As parents are a very important part of the ACP process, we strongly encourage students to also share their results and planning with their parents or guardians. We recommend that parents have ongoing discussions with their students about their personal, academic, social, and career goals. We strongly recommend that students use what they have learned and explored during their ACP Lessons to inform and plan their high school experience.

How to use this guide in conjunction with ACP Lessons:

Step 1 Familiarize yourself with the information in this guide using the table of contents as a guide.

Step 2 Reflect on questions like those below prior to selecting courses:

- a. What are my interests?
- b. What are my strongest skills?
- c. What will I need to provide a competitive admissions application for the schools/majors I might be interested in?
- d. What dual credit opportunities will best support my education after high school?
- e. What work-based learning experiences and volunteer experiences will help me develop the skills that will help me be successful after high school?
- f. What adults can help me make and/or adjust my four-year plan?

Step 3 Review your Xello results that identified Career Clusters that interested you and use Eleva Strum's course pathways to help you plan your schedule.

Step 4 Complete or adjust your four-year plan found on page 8.



Academic and Career Planning

In each grade level, students work towards completing different activities that will support their Academic and Career Planning. These activities build each year.

Grade Level	Activities:	Students will:
6 th	<ul style="list-style-type: none"> ● Interest Inventory ● School Subjects at Work ● Decision making ● Time Management 	<ul style="list-style-type: none"> ● Reflect on their interests, the link between interests and various careers, and investigate how their interests match up with a career they might like ● Explore how people in a variety of careers apply different school subjects on the job and how school subjects relate to careers they like ● Explore the importance of making informed decisions ● Explore why time management is important in school and on the job, create a time budget and explore ways to improve their time management skills
7 th	<ul style="list-style-type: none"> ● Learning Style Quiz ● Discover Learning Pathways ● Biases and Career Choices Activity ● Jobs and Employers 	<ul style="list-style-type: none"> ● Investigate visual, auditory, and tactile learning styles and explore how understanding your own learning style can help them in school and in their career ● Investigate postsecondary pathway options to various careers and evaluate pathways to a career that interests them ● Identify biases of gender, ethnicity, ability, and class in the workplace and how biases can influence career choices ● Explore ways to find employment
8 th	<ul style="list-style-type: none"> ● Skill Building ● Exploring Career Matches ● Transition to High School ● Self-Advocacy 	<ul style="list-style-type: none"> ● Explore how school, extracurricular, and leisure activities help build skills, identify skills needed for a variety of occupations, and investigate career options related to their own skills ● Complete career math assessments, reflect on the results, and explore the aspects of a career that interests them ● Explore ways to make their transition to high school easier, identify questions they have, explore clubs, activities, and other resources available to them, and develop strategies to deal with transitions ● Identify situations where they may need to advocate for themselves, explore effective advocacy skills and behaviors and explore ways they can advocate for themselves in the community, at home, and in a career
9 th	<ul style="list-style-type: none"> ● Personality Styles 	<ul style="list-style-type: none"> ● Investigate personality styles and explore how their own personality style helps them at home, school, work, and other areas of their life

Grade Level	Activities:	Students will:
9th cont.	<ul style="list-style-type: none"> ● Exploring Career Factors ● Getting Experience ● Study Skills and Habits 	<ul style="list-style-type: none"> ● Investigate important factors: work/life balance, money, making a difference, education, interests, and growth and how these factors influence career decisions ● Explore different ways to get career experience while in school: community service/volunteerism, Youth Apprenticeship programs, part time jobs, internships, etc. and which is best suited to them ● Identify skills, habits, and behaviors they need to learn to be successful in high school, obstacles to success and how to develop positive study habits and behaviors
10th	<ul style="list-style-type: none"> ● Work Values ● Careers and Lifestyle Costs ● Workplace Skills and Attitudes ● Program Prospects 	<ul style="list-style-type: none"> ● Explore their own work values and investigate careers that may be satisfying based on their values ● Identify personal lifestyle goals and assess whether they can achieve those goals in a career that interests them ● Explore skills and behaviors that employers look for, explain why these skills and behaviors are important to various careers, and assesses their own employability skills ● Distinguish between different types of postsecondary programs, explore career options related to different programs and evaluate their program options in terms of their strengths, academic interests, and career interests
11th	<ul style="list-style-type: none"> ● Choosing a College or University ● Career Demand ● Entrepreneurial Skills ● Work/Life Balance 	<ul style="list-style-type: none"> ● Identify which factors are important in a potential postsecondary school ● Learn about career projections and outlooks and analyze factors that impact career demands and how their career plans may be shaped based on those demands ● Identify the skills and characteristics that make entrepreneurs successful, the pathway to becoming an entrepreneur, and explore the benefits and challenges to being an entrepreneur ● Assess how their current schoolwork (school demands affect family life, free time, etc.) and identify the work demands of a career of interest and explore strategies for maintaining a healthy life-work balance now and in the future
12th	<ul style="list-style-type: none"> ● Defining Success ● Career Backup Plans ● Job Interviews ● Career Path Choices 	<ul style="list-style-type: none"> ● Explore what success means in various aspects of life including personal, school and career and how students can make a difference ● Learn the importance of career backup plans and investigate strategies for dealing with obstacles that may come up ● Explore ways to prepare for job interviews and describe their own abilities and qualifications in the context of an interview ● Understand that career development is a process of constant change and flexibility, and adaptability can help continually explore career options



Local Labor Market Trends

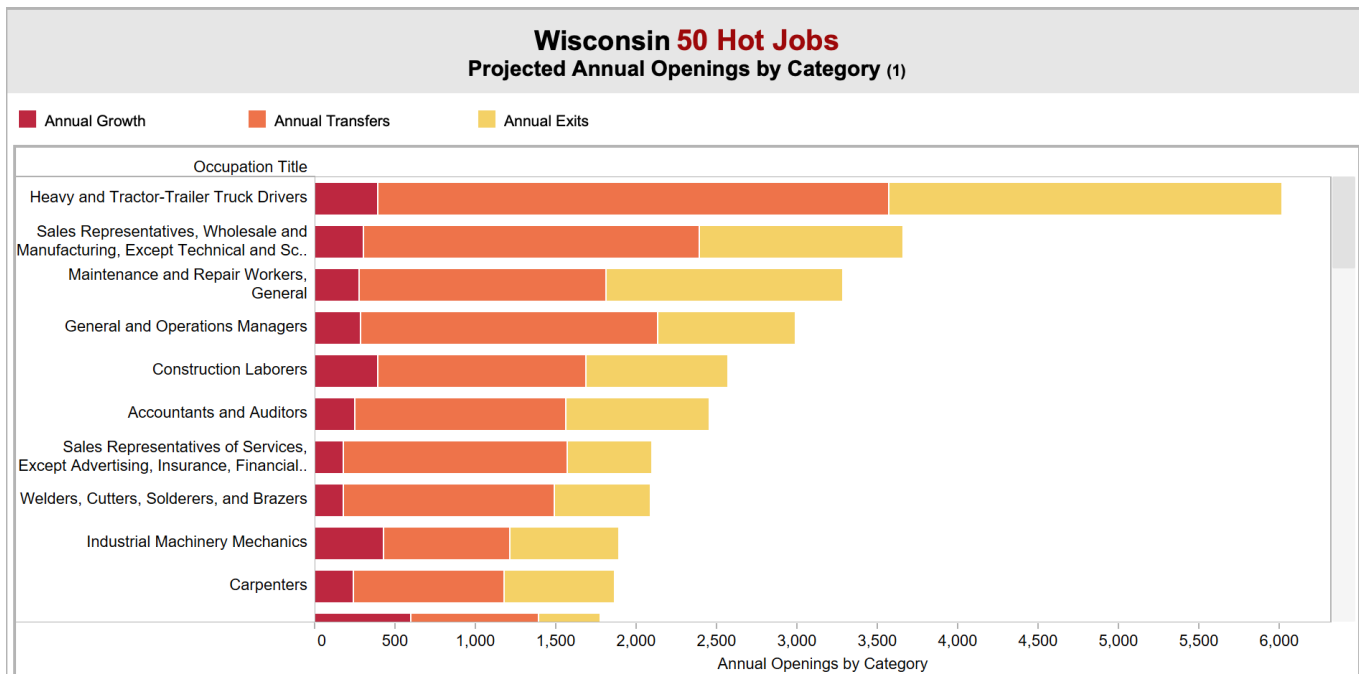
What is a Labor Market?

<https://www.youtube.com/watch?v=6ph9izNmoGk>

Why is Labor Market Analysis an Important Part of the ACP Process?

Our goal is to give students information about trending jobs and labor markets in our area, and to help them understand how their interests and goals align with the current labor market for Western and West Central Wisconsin. Some students may desire a change of location upon graduation, so we feel it is important to teach students how to access information about jobs at the local, state, and national level.

Below is a snapshot of some of the fastest growing job markets in the state of Wisconsin. When looking for a career with lots of opportunity, look for something that has high annual growth and high annual exits.



For a closer look at the trending jobs in our part of the state, please click on the hyperlinks provided below.

[Western Wisconsin Hot Jobs](#)

[West Central Wisconsin Hot Jobs](#)

* All information on this page was gathered from the Department of Workforce Development website. Please go to: <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs> for more information.



Things to Think About Before Registering for Classes:

High School Graduation Requirements:

Students need **26 credits to graduate** and must complete the following requirements:

4 credits of English	3 credits of Math	3 credits of Science*	3 credits of Social Studies
1.5 credits of PE**	.5 credit of Health	.5 credit of Personal Finance	

*Science credits must include credits in both physical and biological sciences.

** PE credits must be taken over 3 different school years.

***Additionally, students must pass the state Civics Exam.

Credits are accepted from other accredited high schools when students transfer. Transfer students must provide official transcripts or documentation of high school course work completed to date.

Post-Secondary Planning:

Wisconsin and Minnesota Universities Admissions Requirements

English	4 credits
Social Studies	3 credits
Natural Sciences	3 credits
Math	3 credits (WI) including: Algebra I, Geometry, Algebra II or Algebra II and Trigonometry 4 credits (MN)
World Languages	Required: UW Madison and Minnesota Universities-2 years of the same language Recommended by UW Madison: More than 2 years
Fine Arts	Required: Minnesota Universities 1 credit of fine arts

Many technical college programs have additional requirements for admission beyond a high school diploma. Some have specific course requirements, such as achieving a “C” or better grade in those courses. Refer to program listings on the technical college website at www.wtcsystem.edu for the most current admission requirements.

For specific requirements at Wisconsin Private Schools, please go to <http://www.wisconsinprivatecolleges.org/> or refer to each school’s website.

For specific requirements at UW Schools, please go to <https://uwhelp.wisconsin.edu> or refer to each school’s website.



Dual Credit: College Level Coursework:

Dual Credit is earned by enrolling in a post-secondary articulated course while in high school through a variety of ways:

- **Transcribed Credit (TC):** Courses are taught at the Eleva-Strum High School by Eleva-Strum teachers. Transcribed Credit courses are actual Technical College courses, using college textbooks and materials. College grades and credit are recorded on a Technical College transcript and are included in a student's collegiate GPA. There is no cost to the student for these courses.
- **Advanced Placement (AP):** Courses are taught at the Eleva-Strum High School by Eleva-Strum teachers. Students receive exposure to college-level coursework. A test is offered in the spring of the year that students are responsible for the test fee. The post-secondary institution the student has chosen to attend will determine if a student's score on the test will allow for post-secondary credit. Students **MUST** register for the AP exam by November 1st of the year they are enrolled in the course.
- **High School Academies:** Academies allow students to pursue in-depth coursework in a career field of interest taught by CVTC or Eleva-Strum instructors. Academies include a series of courses that lead to a degree program and are available virtually and in-person, during the school year, and over the summer. Students earn both high school and post-secondary credit. More information can be found on our website, by contacting our guidance counselor, or found here: <https://www.cvtc.edu/admissions/college-credit-opportunities-in-high-school/hs-academies>
- **Start College Now:** Take up to two courses at a time at a Wisconsin Technical College. Courses are taught at a WI Technical College by a College Professor and are open to 11th and 12th graders. Students can earn a maximum of 18 credits and must meet admission requirements set by the post-secondary school. Application dates are October 1st for the spring semester and March 1st for the fall semester. There are a maximum of 2 classes per semester. Grades are earned through the college awarding credit and will be recorded on transcripts at both the high school and the technical college. Transportation is the student's responsibility; Eleva-Strum pays for books and courses credited provided the student passes the courses. Families are required to reimburse the Eleva-Strum School District if the student fails the class.
- **Early College Credit:** Take up to two courses at a time at a 4-year Wisconsin University. Courses are taught at WI University by a College Professor and are open to 11th and 12th graders. Credits, admission requirements, application dates, transcripts and the student and family responsibility are the same as the Start College Now program.



Youth Apprenticeships:

Students can choose to complete a one-year or two-year apprenticeship. One-year apprenticeships require the student to complete one credit (two semesters) of relevant courses and 450 hours of work experience. For a two-year apprenticeship, students are required to complete two credits (four semesters) of relevant coursework and 900 hours of work experience. Students must be concurrently enrolled in an on-line Employability Skills course and earn high school credit. These experiences are made possible through a partnership between CESA 10 and the Wisconsin Department of Workforce Development. An application and interview process are required to participate in this paid experience.

Youth Apprenticeship Program	Related Courses
Agriculture, Food and Natural Resources	<ul style="list-style-type: none"> ● Agriculture and Natural Resources Courses
Transportation, Distribution, and Logistics	<ul style="list-style-type: none"> ● Automotive Mechanics Courses
Information Technology	<ul style="list-style-type: none"> ● Business Courses ● Technology and Engineering Courses
Science, Technology, Engineering, and Math (STEM)	<ul style="list-style-type: none"> ● Engineering Courses
Finance	<ul style="list-style-type: none"> ● Business Courses
Marketing	<ul style="list-style-type: none"> ● Business Courses
Graphic Design	<ul style="list-style-type: none"> ● Art Courses ● Business Courses
Health Science	<ul style="list-style-type: none"> ● Medical Terminology ● Science Courses
Hospitality, Lodging and Tourism	<ul style="list-style-type: none"> ● Business Courses ● Marketing Courses
Manufacturing	<ul style="list-style-type: none"> ● Metals/Welding ● Woodworking
Architecture and Construction	<ul style="list-style-type: none"> ● Construction Courses



High School GPA:

Eleva-Strum High School chooses to weight student’s grades. Courses labeled as “advanced difficulty” will be assigned a numerical value equivalent to one letter grade above those grades awarded to non-advanced courses. A review committee comprising (1) the superintendent, (2) principal, (3) counselor, (4) academic staff member, and (5) student council representative will review and determine whether a proposed course meets the requirements of “Advanced Difficulty” and, therefore, utilizing the value-added point system. The review committee will approve or deny the request. If approved, the class will be presented to the board. The following courses are considered value-added: most Advanced Placement Courses (AP), some college courses (Medical Terminology (TC)), and some core academic courses: Physics, Chemistry, Anatomy and Physiology, and Spanish III and IV.

Most post-secondary schools will unweight the student’s GPA for admissions purposes so a student looking to attend a post-secondary school should keep this in mind.

High School Grading Scale		Grading Scale Courses of Advance Difficulty	
100-98.5 = A+ (4.33)	83.49 – 81.50 = C+ (2.33)	A+ = 5.33	C+ = 3.33
98.49-94.50 = A (4)	81.49 – 76.50 = C (2)	A = 5	C = 3
94.49 – 92.50 = A- (3.67)	76.49 – 74.50 = C- (1.67)	A- = 4.67	C- = 2.67
92.49 – 90.50 = B+ (3.33)	74.49 – 72.50 = D+ (1.33)	B+ = 4.33	D+ = 2.33
90.49 – 85.50 = B (3)	72.49 – 67.50 = D (1)	B = 4	D = 2
85.49 – 83.50 = B- (2.67)	67.49 – 65.50 = D- (.67)	B- = 3.67	D- = 1.67
F = 0			

Honor Roll Requirements:

- 3.5 -3.74 GPA Cum laude – “with honor”; “with praise”
- 3.75-3.89 GPA Magna cum laude – “with great honor”; “with great praise”
- 3.90-4.00 GPA Summa cum laude – “with highest honor”; “with highest praise”

Online Learning:

To provide a more diverse range of courses for students to participate in based on their individual interests, the Eleva-Strum School District has partnered with CESA 10 and the Wisconsin Virtual School to offer courses through a Distance Learning platform. These courses are taught from a teacher at another high school or post-secondary institution and available to students through a computer platform. Students interested in knowing more about this should see their counselor.



Specialized Programming:

Specially designed courses and services are available for students with an Individualized Education Plan (IEP). These specially designed courses meet each student's individual educational needs with accommodations or modifications. See your student's IEP manager for more information.

NCAA Eligibility Requirements for Athletes:

Division I

- ACT score will vary (Higher GPA needs lower ACT score and vice versa)
- A minimum of a 2.3 GPA in Core Courses (English, Math, Science and Social Studies)
- Need 16 Core Course Credits, including: 4 credits of English, 3 credits of Math, 2 credits of Natural/Physical Science, and 2 credits of Social Studies. 1 additional credit from the core classes, and 4 more credits from core credits or Foreign Language

Division II

- ACT score will vary (Higher GPA needs Lower ACT score and vice versa)
- A minimum of a 2.2 GPA in Core Courses (English, Math, Science and Social Studies)
- Need 16 Core Course Credits (3 credits of English, 2 credits of Math, 2 credits of Natural/Physical Science, 2 credits of additional English/Math/Physical/Natural Science, 2 credits of Social Science, and 4 additional core classes or foreign language classes)

Eleva-Strum Approved NCAA Core Classes:

- English: English 9-12, Oral Communication, AP Language and Composition, and AP Literature and Composition
- Math: Algebra 1, Geometry, Algebra 2, Pre-Calculus, AP Statistics and AP Calculus
- Science: Physical Science, Biology, Anatomy and Physiology, Chemistry, Physics, Biotechnology, and Environmental Science
- Social Studies: Social Studies 9, Social Studies 10, AP Modern World History, US History, AP US History, Sociology, Street Law, Intro to Sociology, and Intro to Psychology
- Foreign Language: Spanish 1-4, Intro to Sign Language



Eleva Strum 4-Year Planning Sheet

Graduation Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 4.0 credits	<u>1.0 credit</u> English 9	<u>1.0 credit</u> English 10	<u>1.0 credit</u> English 11 AP Lang	<u>1.0 credit</u> English 12 AP Literature
Math 3.0 credits	<u>1.0 credit</u> Algebra I	<u>1.0 credit</u> Geometry	<u>1.0 credit</u> <i>Algebra II</i>	<u>1.0 credit recommended</u>
Science 3.0 credits	<u>1.0 credit</u> Biology	<u>1.0 credit</u> Chemistry	<u>1.0 credit</u> <i>Physics</i>	
Social Studies 3.0 credits	<u>1.0 credit</u> Social Studies 9	<u>1.0 credit</u> Social Studies 10 AP World History	<u>1.0 credit</u> US History AP US History	
Health 0.5 credits	<u>.5 credit</u>			
PE 1.5 credits	<u>0.5 credit</u>	<u>0.5 credit</u>	<u>0.5 credit</u>	
Personal Finance 0.5 credits				
World Language				
Electives				
	Total Credits:	Total Credits:	Total Credits:	Total Credits:
26 credits required for graduation				



Course Listings by Department and Career Cluster

Courses with an asterisk () have a course prerequisite, refer to course descriptions for more information.

AP: Advanced Placement

AS: Advanced Standing

TC: Transcribed Credit- please see course description for dual credit course titles

Science Equivalent = Earn Science credit and partially fulfill the 3.0 credit science high school graduation requirement in addition to successful completion of biology and physical science.

Course #	Course Title	Credits	Page	Grade Level
Agriculture, Food, and Natural Resources				
Courses begin on page 16				
4000.1	Exploring AgriScience: Leadership and Natural Resources	.5	17	8-12
4000.2	Exploring AgriScience: Food and Careers	.5	17	8-12
4001	Environmental Science (Science Equivalent)	.5	17	10-12
4002	Plant Science (Science Equivalent)	.5	17	9-12
4003	Small Animal Science (Science Equivalent)	.5	17	9-12
4004	Large Animal Science (Science Equivalent)	.5	18	9-12
4005	Biotechnology (Science Equivalent)	.5	18	10-12
4006	Landscaping	.5	18	9-12
4007	Leadership and Group Dynamics	.5	18	10-12
4008	Animal Care and Management (TC)	1.0	18	11-12
Art				
Courses begin on page 18				
4100	Intro to Art	.5	19	8-12
4101	Ceramics 1*	.5	19	9-12
4102	Ceramics 2*	.5	20	9-12
4103	Drawing & Painting 1*	.5	20	8-12
4104	Drawing & Painting 2*	.5	20	9-12
4107	Sculpture*	.5	20	9-12
4108	Digital Art*	.5	20	9-12
4109	Studio Art Capstone 1*	.5	20	11-12
Business Management and Administration				
Courses begin on page 21				
4203	Web Page Development	.5	21	9-12
4204	Journalism and Public Relations	1.0	21	10-12
4205	Intro to Marketing	.5	21	9-12
4207	Accounting	1.0	22	10-12
4208	Personal Finance	.5	22	11-12

4209	Business Management and Entrepreneurship	.5	22	10-12
4217	Microsoft Office Suite	.5	22	9-12
Engineering, Manufacturing, and Technology	Courses begin on page 23			
4400	Woods 1	.5	23	9-12
4401	Woods 2*	.5	23	9-12
4402	Construction 1	.5	23	10-12
4403	Construction 2	.5	24	9-12
4404	Automotive	.5	24	10-12
4405	Metal Working 1	.5	24	9-12
4406	Metal Working 2* (TC)	1.0	24	10-12
4407	Metal Working 3	1.0	24	10-12
4408	Cardinal Manufacturing* (TC)	2.0	24/25	11-12
4409	CAD 1	.5	25	9-12
4410	CAD 2*	.5	25	9-12
4411	Applied Engineering* (TC)	.5	25	10-12
English	Courses begin on page 26			
1501	English 9	1.0	26	9
1502	English 10	1.0	26	10
1503	English 11	1.0	26	11
1504	English 12	1.0	26	11
1513	AP Language and Composition *	1.0	26/27	11-12
1514	AP Literature and Composition*	1.0	27	11-12
1555	Creative Writing	.5	27	10-12
1556	Technical Reporting	.5	27	10-12
Health and Physical Education	Courses begin on page 28			
3510	Health	.5	28	
3501	Lifetime PE 1	.5	28	9-12
3502	Lifetime PE 2*	.5	28	10-12
3503	Lifetime PE 3*	.5	28	11-12
3511	AMPED	.5	28	9-12
Math	Courses begin on page 29			
2001	Algebra 1	1.0	29	9
2002	Geometry*	1.0	29	10
2003	Algebra 2*	1.0	29	11
2004	Pre-Calculus*	1.0	29	11-12
2005	AP Calculus*	1.0	29	12
2006	AP Statistics*	1.0	30	12
Music	Courses begin on page 31			
6005	Band	1.0	31	9-12
6010	Choir	1.0	31	9-12
Science	Courses begin on page 32			
2502	Biology	1.0	32	9
2503	Physics*	1.0	32	11-12
2504	Chemistry*	1.0	33	10
2505	Anatomy and Physiology*	1.0	33	11-12
2506	Medical Terminology* (TC)	.5	33	11-12
2507	Principles of Engineering - PLTW	1.0	33	10-12

Social Studies	Courses begin on page 34			
3001	Social Studies 9	1.0	34	9
3002	Social Studies 10	1.0	34	10
3003	AP World History: Modern	1.0	34	10-12
3004	US History	1.0	34	10-12
3005	AP US History	1.0	34	11-12
3006	Sociology	1.0	35	12
3007	Introduction to Criminal Justice (TC)	1.0	35	11-12
3008	Cardinal Historians	.5	35	9-12
3009	AP Microeconomics	1.0	35	11-12
3010	AP Macroeconomics	1.0	35	11-12
3011	AP Psychology	1.0	36	11-12
3012	Current Issues	.5	36	10-12
World Language	Courses begin on page 37			
5001	Spanish 1	1.0	37	9-12
5002	Spanish 2*	1.0	37	10-12
5003	Spanish 3*	1.0	37	11-12
5004	AP Spanish Language and Culture*	1.0	37/38	12
5010	Adventures in Spain	.5	38	12
9000	Employability Skills	1.0	39	11-12



4000.1 EXPLORING AGRISCIENCE **.5 Credit** **Grades 8-12**
Leadership and Natural Resources

Throughout this course you will learn the basics of the main topics in agriculture. You will learn a variety of techniques, terminology, processes, and practices. We will use a variety of learning techniques including lecture, discussion, hands-on, experimental, and research.

4000.2 EXPLORING AGRISCIENCE: **.5 Credit** **Grades 8-12**
Food and Careers

Throughout this course you will learn the basics of the main topics in agriculture. You will learn a variety of techniques, terminology, processes, and practices. We will use a variety of learning techniques including lecture, discussion, hands-on, experimental, and research.

4001 ENVIRONMENTAL SCIENCE **.5 Credit** **Grades 10-12**
(SCIENCE CREDIT)**

During this course, students will explore the study of soil management, water, wildlife, forest air, energy resources, and the study of systems, instruments, and technologies used in waste management and environmental influences.

4002 PLANT SCIENCE **.5 Credit** **Grades 9-12**
(SCIENCE CREDIT)**

This course includes the introduction to plant science, including anatomy, careers, hormones, diseases, etc. Students will apply classroom knowledge to greenhouse concepts.

4003 SMALL ANIMAL SCIENCE **.5 Credit** **Grades 9-12**
(SCIENCE CREDIT)**

This course will focus on the science of small animal care, anatomy, genetics, health, and nutrition, breeding and reproduction, housing, and training of pet or companion animals. Students will investigate the various aspects of the small animal industries, career opportunities, and developing a schedule of proper care and handling for a chosen animal will be the product of this class. Students will also study current issues and laws affecting the small animal activities and ownership.

4004 LARGE ANIMAL SCIENCE
(**SCIENCE CREDIT)

.5 Credit

Grades 9-12

This course involves an overview of the anatomy, genetics, nutrition, health, management, and selection of various livestock animals. Students will investigate various aspects of the livestock industries, career opportunities, breed identification, animal selection, and facility management. Students will also study current issues and laws affecting livestock activities and ownership.

4005 BIOTECHNOLOGY
(**SCIENCE CREDIT)

.5 Credit

Grades 10-12

This course provides a broad introduction to the biotechnology industry, including applications in diverse areas such as health care, agriculture, environmental science, and identification (including forensics). Ethical, Legal, and Social Issues raised by applications in biotechnology will also be discussed.

4006 LANDSCAPING

.5 Credit

Grades 9-12

This course will include the concepts and basics behind landscape design through a hands-on and technical approach. Students will also have the opportunity to transform the school's landscape through maintenance and design.

4007 LEADERSHIP & GROUP DYNAMICS

.5 Credit

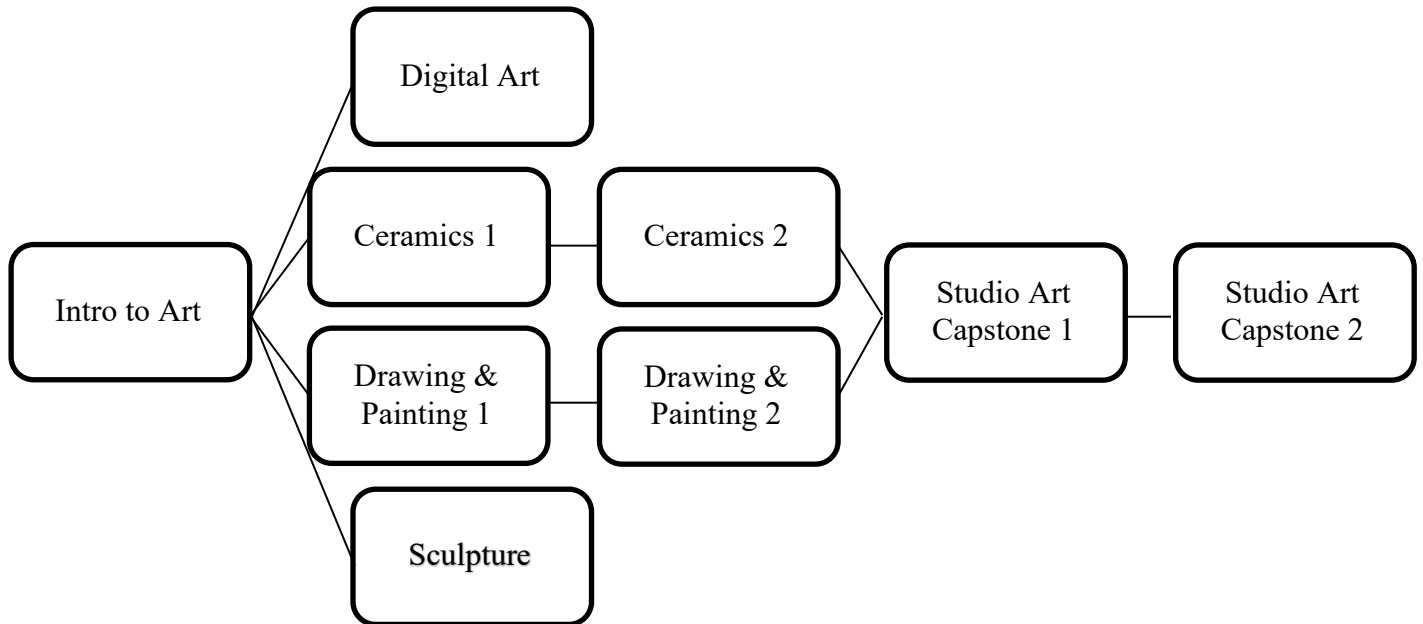
Grades 10-12

With a hands-on, activity-based approach, this class will challenge students to find the leader within an order to make them competitive in today's society. This course is designed to educate the student on premier leadership, personal growth, and career success. Skills in the areas of communication, goal setting, time management, financial planning, and job interviews will be taught.

4008 ANIMAL CARE & MANAGEMENT (TC) 1 Credit

Grades 11-12

This class provides fundamental knowledge of the animal science field with transcripted credit through CVTC. Topics include animal health, animal environments, anatomy and physiology, genetics and reproduction, animal feedstuffs, and job-related safety. Participants will experience animal concepts through the completion of hands-on activities.



4100 INTRO TO ART

.5 Credit

Grades 8-12

Students will explore the elements and principles of art and design through artmaking and interaction between mediums. This class prepares students for further growth in mediums of their choice; for example, the ability to refine their skills in painting through upper-level courses (Painting I & Painting II). Students will use mediums such as paint, graphite, cardboard, printmaking, clay, pastels, etc. Students will also experience an array of artists that use these mediums and creative processes to share about the world.

4101 CERAMICS 1

.5 Credit

Grades 9-12

Prerequisite: Intro to Art

Students learn the basics about clay through simple building techniques of coil, slab, and pinch pots. Students will also be introduced to the wheel to be able to throw multiple types of bowls and cylinders. Students will also explore the meaning of function versus sculpture when exploring clay and the impact of color on the pieces designed.

4102 CERAMICS 2**.5 Credit****Grades 9-12****Prerequisite: Intro to Art & Ceramics I**

Students will continue their exploration of clay through function and sculpture. Students will advance in their skills on the wheel by creating sets of work. Students will explore plates and lids. Students will also be aiding Ceramics I students with the wheel as needed.

4103 DRAWING & PAINTING 1**.5 Credit****Grades 9-12****Prerequisite: Intro to Art**

Students will experience different drawing mediums and practice drawing skills daily. Students will use graphite, charcoal, ink, colored pencil, and other mediums to practice observational drawings. They will also experience an introduction to painting techniques through the use of oil, acrylic, tempera, and watercolor paints. Students will create paintings that have conceptual meaning and will build an understanding of original artwork through research and planning. Students will learn about famous painters and their influence on art today.

4104 DRAWING & PAINTING 2**.5 Credit****Grades 9-12****Prerequisite: Intro to Art & Drawing & Painting I**

Students will continue their knowledge of drawing and painting from Drawing & Painting 1 through a mix of mediums. Students will also explore more abstraction and modernism through their artwork, especially through the introduction to artists that practice today. They will work to make a collection of paintings that complement each other through a common theme or concept.

4107 SCULPTURE**.5 Credit****Grades 9-12****Prerequisite: Intro to Art**

Students will work with a variety of materials including but not limited to cardboard, clay, metal, wire, plastic, wood, etc. Students will understand how to compose works of art that consider a 360 viewpoint. Students will use critical thinking skills to build, and design works of art that are original and unique to them. End results will be showcased in person and in a virtual portfolio.

4108 DIGITAL ART**.5 Credit****Grades 9-12****Prerequisite: Intro to Art**

Students will experience the functions of digital art through the learning of the Adobe suites: InDesign, Photoshop, and Illustrator. Students will also experience an introduction to basic digital photography and how to edit those photos through Photoshop. Students will learn how to build a basic web page and learn design skills and careers that stem from a digital platform.

4109 STUDIO ART CAPSTONE**.5 Credit****Grades 11-12****Prerequisite: Intro to Art and two other art classes**

Students will complete a collection of work through the semester that is common in theme or medium. Students start with researching and presenting an idea for their collection and use the knowledge of the mediums they have studied to create the work. Students will learn about the importance of displaying artwork in a gallery space and present their work at the end of the semester in their show.



4203 WEB PAGE DEVELOPMENT

.5 Credit

Grades 9-12

Hard to find what you need on the World Wide Web? How do they do it? This course is designed to be a “first course” in web site development. You will learn some of the basic considerations of good Web design. This course will focus on design and construction using HTML and Cascading Style Sheets (CSS), along with such topics as site layout, color schemes, and the use of images. Responsive design principles and accessibility standards are incorporated to ensure websites are usable and professional-looking on various types of devices. Add some pizzazz to your sites with tables, forms, audio, video, and more! (Course transcribed with CVTC 152-107 Web 1 – HTML & CSS) (This course runs every other year on odd years ex. 2024-25)

4204 JOURNALISM AND PUBLIC RELATIONS

1 Credit

Grades 10-12

This year-long course will replace Business Communications and Yearbook, both semester-long courses. Students will develop effective communication skills through the process of reporting and writing by corresponding with primary sources and producing relevant content to create journalistic and public relations-oriented publications. Operating similarly to newsrooms and PR shops, students will collaborate to publish the middle and high school yearbooks, *Cardinal News*, *Central Highlights* and articles in *Buffalo County News* and *Tri-County News*. Students will learn the principles of journalism and public relations, the publication process, layout and design, time management and photography, while becoming more conscious consumers of news and information. Adobe Suite and Microsoft Office will be utilized in this course.

4205 INTRODUCTION TO MARKETING

.5 Credit

Grades 8-12

Marketing involves the many activities needed to get products/services from producers to consumers. Learn how new products are developed and explore how businesses bring products consumers want and need. Explore the many exciting and rewarding careers available to you in marketing and management. (This course runs every other year on even years ex. 2025-26)

4207 ACCOUNTING**1 Credit****Grades 10-12**

This accounting course is designed to present fundamental principles of accounting for a business with some personal-use applications. The student will simulate accounting records for sole proprietorships, partnerships, and corporations while also experiencing both manual and automated accounting. The advanced accounting course provides the student with competencies in management accounting, cost account, not-for-profit accounting, and financial analysis. This course will help in career preparation as well as provide training for post-secondary education or future business entrepreneurship opportunities. **(Articulated course with CVTC campuses. Grade of B or better will give credit upon request at CVTC.)** (This course runs every other year on odd years ex. 2024-25)

**4208 PERSONAL FINANCE
Required for Graduation****.5 Credit****Grades 11-12**

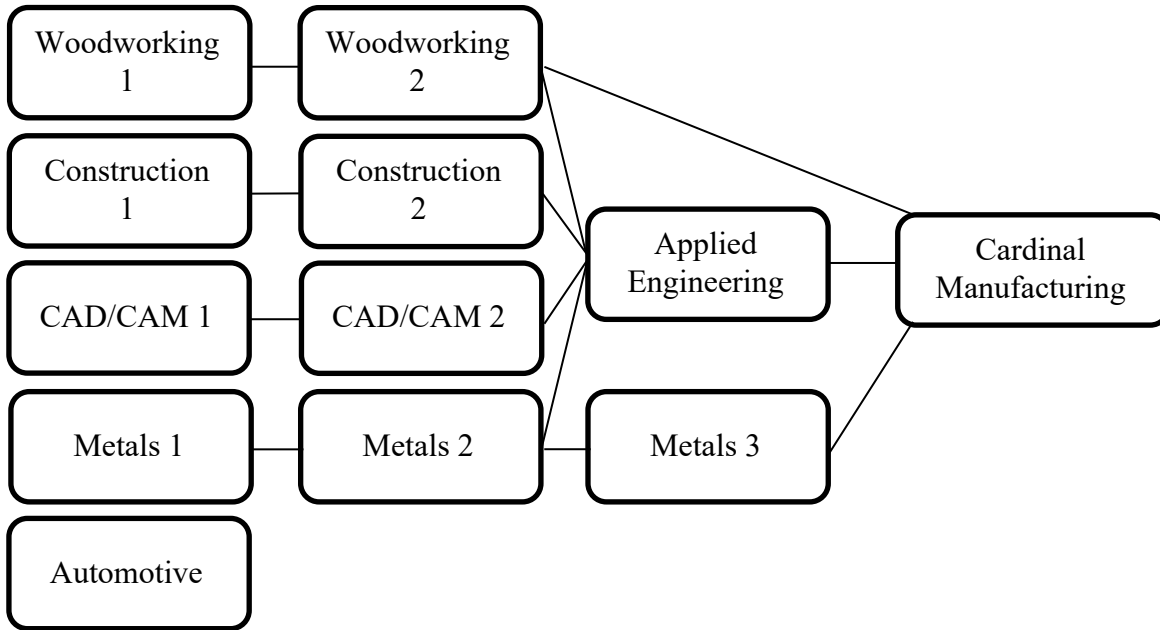
This course is designed to help you understand the impact of your individual choices on occupational goals and future earning potential. It will provide you with a variety of tools to manage your personal finances. Real-world topics covered will include preparing a personal budget, evaluating saving and investment options, analyzing how to reduce risk through the use of insurance, analyze personal credit, exploring the benefits of owning versus renting a home, and strategies for money management. This course will provide a foundational understanding of making informed personal financial decisions.

4209 BUSINESS MANAGEMENT & ENTREPRENEURSHIP .5 Credit Grades 10-12

Explore chances of success in the world of business ownership and management. Students will gain an understanding of the business organization, principles of business, and formulate plans for starting a new business. Learn the risks and rewards of owning your own business and human relation skills in a variety of personal and business situations. (This course runs every other year on even years ex. 2025-26)

4217 MICROSOFT OFFICE SUITE**.5 Credit****Grades 9-12**

The goal for this course is to provide an introduction to Microsoft Office Suite and how it is used in academic and business environments. The students will become familiar with the Office user interface and use it as they work with Word, PowerPoint, Excel, and Access. This will also provide students additional skills when working with a computer. This course will be a Transcribed Credit offering with CVTC aligning with a 2-credit course. This course is required for nine different programs at CVTC. The course will also provide an opportunity for students to obtain an industry recognized certificate - Microsoft Office Specialist. (This course runs every other year on even years ex. 2025-26)



4400 WOODWORKING 1

.5 Credit

Grades 8-12

Students in this class will produce furniture grade woodworking projects. The class will cover safety, measurement, jointer, planer, table saw, band saw, drill press, several types of sanders, biscuit jointer, router, laser engraver, and wood finishing while in the lab. We will also cover blueprint reading, wood science, and explore career opportunities.

4401 WOODWORKING 2

.5 Credit

Grades 9-12

Prerequisite: Woodworking I

This class will expand on previously learned skills covered in Wood Working 1. In this class, students will cover many of the same topics in greater depth and accuracy. Students will also have some time to do their woodworking projects.

4402 CONSTRUCTION 1

.5 Credit

Grades 10-12

In this class, students will learn about home construction practices. Each year we take on a different construction project, like small cabins, yard sheds, or large deer stands for the students to construct in the shop. The projects allow the student to work with framing, insulation, electrical, vinyl siding, aluminum soffit, and fascia, windows, doors, roll up garage door, shingled roof, steel roof, and anything else the

customer requests. The class will cover all the skills necessary to build the construction project along with other construction practices used in today's industry.

4403 CONSTRUCTION 2

.5 Credit

Grades 10-12

Construction 2 builds upon the foundational knowledge and skills developed in Construction 1. This course dives deeper into the key stages of residential construction, with an emphasis on completing and finishing various construction projects. Students will gain hands-on experience in installing sheathing, siding, roofing, soffit fascia, doors, windows, interior finishes, and electrical systems. While also talking about the broader aspects of home buying, selling, and maintaining a home. The course will provide both technical skills and practical knowledge, preparing students to tackle more advanced construction tasks and understand how different systems of a home come together.

4404 AUTOMOTIVE

.5 Credit

Grades 10-12

This class will cover basic automotive repair. The students will learn how to properly and safely maintain their vehicle. We will cover how all the systems of a vehicle work together, and what you need to know to be an informed auto consumer. We will also explore possible careers in the automotive industry.

4405 METAL WORKING 1

.5 Credit

Grades 8-12

This course will teach students a variety of skills needed to work in the manufacturing industry. The class will cover safety, measurement, blueprint reading, milling machine, lathe, sheet metal, MIG welding, TIG welding, SMAW welding, oxy-acetylene, and career opportunities. The student will receive lectures, demonstrations, and lab time to produce several projects.

4406 METAL WORKING 2 (TC)

1 Credit

Grades 10-12

Prerequisite: Metalworking 1

This course will expand on previously learned skills in Metals working 1. We will cover many of the same topics in greater depth and accuracy. We will weld stainless steel, and aluminum using various processes. The students will go beyond basic machine work and begin using the following: four-jaw chucks, threading, boring, turning between centers, steady rest, rotary table, offset boring head and broaching. This class could include field trips to local manufacturers to explore career opportunities further. The students will also have some time to design and build their projects.

4407 METAL WORKING 3

1 Credit

Grades 11-12

Prerequisite: Metal Working 2

Metals 3 is the capstone course in the Eleva-Strum Tech-Ed metals sequence, offering an in-depth, hands-on experience in advanced machining, welding, and fabrication. Students engage in real-world manufacturing applications preparing for Cardinal Manufacturing, explore career paths in skilled trades, and develop the precision and professionalism required for the modern workforce.

4408 CARDINAL MANUFACTURING (TC) 2 Credits

Grades 11-12

Machinist and Welder Prerequisite: Metalworking 1, 2 and instructor permission

CNC Machinist Prerequisite: Metalworking 1, 2 and CAD I

Wood Manufacturer Prerequisite: Woodworking I and Woodworking II

Engineer Prerequisite: Applied Engineering, Metalworking 1, 2 and CAD I/II

Maintenance Prerequisite: Metalworking 1 and 2

Production Manager Prerequisite: Metalworking 1, 2, CAD I, Business Management and Entrepreneurship

Office Manager Prerequisite: Two Business Related Courses

Marketing Manager Prerequisite: Two Business Related Courses

Project Manager Prerequisite: Two Business Related Courses

This class will run for two periods a day for the whole year, being worth two credits. This class will operate its student-run business out of the high school machine shop. The class will focus on all aspects of today's manufacturing industry. Students will use previously learned skills from a variety of classes (See above for prerequisites) and apply soft skills through collaborative partnerships both in and out of school. For example, students will be responsible for quoting jobs, ordering material, manufacturing parts, quality control, shipping, receiving, invoicing, customer service, accounting, keeping track of hours, maintaining equipment, marketing, project management, and everything else it takes to run a business. The class will also be generating funds to help further our Tech. Ed. program and pay a percentage back to students for working hard and smart.

4409 CAD/CAM 1

.5 Credit

Grades 9-12

In this course, students will learn to use the Inventor CAD software. Students will create 3D models and Drawings for a variety of projects. We will also explore career opportunities using CAD.

4410 CAD/CAM 2

.5 Credit

Grades 9-12

Students will use the Inventor CAD software to design and engineer projects. We will also learn CAM and manufacture parts using the CNC Mill. We will also explore career opportunities in the design and engineering fields.

4411 APPLIED ENGINEERING

.5 Credit

Grades 10-12

Prerequisite: Successful completion of two of the following classes: Metalworking 1, CAD/CAM I, or Woodworking I.

This is a project-based course building on the skills learned from prerequisite classes. Students will use CAD/CAM, machining, welding, fabrication, and woodworking skills to complete a project focused on a solution to a real-world problem. Students will need to articulate why their solution is necessary and who the solution would benefit. Students will be working as a team to complete projects building their collaboration and communication skills. Each student will utilize individual strengths and background knowledge, as well as critical thinking skills, to create their innovative solution. Students will have a choice in picking their projects. To solve their real-world issue, students will utilize a design process that includes identification of a problem, researching to build background knowledge, brainstorming solutions, choosing a solution, building a prototype, testing, and redesigning, and presenting their results. Additionally, students will learn about the patent process to ensure they don't violate any patents. While working, students will create a project plan that defines materials and tools they will need, identifies drawings that will need to be created, a process plan, and a timeline. Finally, students will write a technical report that includes a reflection on their process, identifying strengths and areas of growth for next time.

ENGLISH COURSES

1501 ENGLISH 9

1 Credit

Grade 9

The grade 9 curriculum offers a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Michael Perry, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze central ideas, delineate arguments, and develop writing, collaboration, and communication skills.

1502 ENGLISH 10

1 Credit

Grade 10

English 10 focuses on deepening critical thinking skills and communication skills of reading, writing, and speaking. Students will read a variety of rich texts, including literary and journalistic nonfiction, poetry, drama, and fiction, from both classic and contemporary authors. The purpose of the course is for students to build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Students will be evaluated and assessed using a range of methods, including daily work, group work, group discussions, and various writing assignments, both formal and informal.

Key ideas for exploration include how complex characters develop through their interactions with each other and how these interactions develop central ideas in the texts, how author's use rhetoric and word choice to develop ideas, arguments, claims, evidence, and reasoning, how to engage in an inquiry-based process for research, and how to analyze nonfiction, fictional, and dramatic texts for the development of central ideas. Students will also explore how texts can be interpreted visually, both on screen and on canvas.

1503 ENGLISH 11

1 Credit

Grade 11

The grade 11 curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

1504 ENGLISH 12

1 Credit

Grade 12

English 12 is designed to prepare students for institutes of higher education and the workforce, as well as provide practical applications for reading, writing, and effective oral/interpersonal communications. The course strives to increase the student's self-awareness, as well as an awareness of the larger world, through structured reading assignments and the study of critical thinking skills and concepts. Areas of study include fictional texts, nonfiction, media studies, writing for a purpose, and public speaking.

1513 *AP LANGUAGE AND COMPOSITION 1 Credit

Grade 11

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing

texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and to express themselves clearly in writing.

1514 *AP LITERATURE AND COMPOSITION 1 Credit Grade 12

Prerequisite: AP Language and Composition and/or teacher recommendation

AP Literature and Composition is a college-level course, which offers the potential for students to earn college credit. Students in an AP English Literature and Composition course read literary works of merit, which require careful, deliberative reading. The approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

1555 CREATIVE WRITING .5 Credit Grades 10-12

The Practice of Creative Writing teaches writers how to trust their own voice, experiment with form, and develop a writing process. Rather than locking into one genre early, writers are encouraged to work among and in between genres. Heather Sellers, who writes in multiple genres herself, has developed a lively, welcoming, student-centered approach that teaches creative concentration, close reading, and generating pages. She provides opportunities to be playful and to experiment at the same time that she teaches students the importance of discipline, form, and craft.

1556 TECHNICAL REPORTING .5 Credit Grades 10-12

Prepares and presents oral and written technical reports. We will focus on workplace communication, digital adaptability, project management, graphic creation, designing documents, conducting research, and analyzing graphics with data to obtain a purpose. We will be working with Practical Strategies for Technical Communication by Mike Markel and Stuart Selbar. 2020 saw an unprecedented shift toward digital work, digital education, and even digital interactions with friends and family. This upheaval underscored the value of the technical communicator and the importance in developing an adaptable mindset and flexible skills. We will also take an analytical approach to how artificial intelligence and machine learning has affected various aspects of industry and language arts.

HEALTH & PHYSICAL EDUCATION

3510 HEALTH

.5 Credit

Grades 9-12

This required class is designed to introduce students to important health concepts, including mental and emotional health, human sexuality, first aid/CPR, communicable and chronic diseases and prevention, alcohol, and other drugs (AODA), empathy and violence prevention, conflict resolution, and healthy decision-making.

3501 LIFETIME PE 1

.5 Credit

Grades 9-10

The focus of this course is to reinforce and continue to build the basis of physical education and fitness of our Eleva-Strum freshmen. The course will include three days of vigorous activity in the weight room/gym, one day of classroom work focusing on anatomy, training principles, safety precautions, and fitness testing, and one day of various activities which will be cardio intensive.

3502 LIFETIME PE 2

.5 Credit

Grades 10-12

Prerequisite: LIFETIME PE 1

The focus of this course is to reinforce and continue to build the basis of physical education and fitness of our Eleva-Strum upperclassmen. The course will include three days of vigorous activity in the weight room/gym, one day of classroom work focusing on general nutrition, nutrition for special populations, the effects of nutrition on physical activity, and supplementation/ergogenic aids, and 1 day of various activities which will be cardio intensive.

3503 LIFETIME PE 3

.5 Credit

Grades 11-12

Prerequisite: LIFETIME PE 1 & 2

The focus of this course is to reinforce and continue to build the basis of physical education and fitness of our Eleva-Strum upperclassmen. The course will include three days of vigorous activity in the weight room/gym, one day of classroom work focusing on individual programming, fitness protocols/tests/measures, injury prevention/management, and 1 day of various activities which will be cardio intensive.

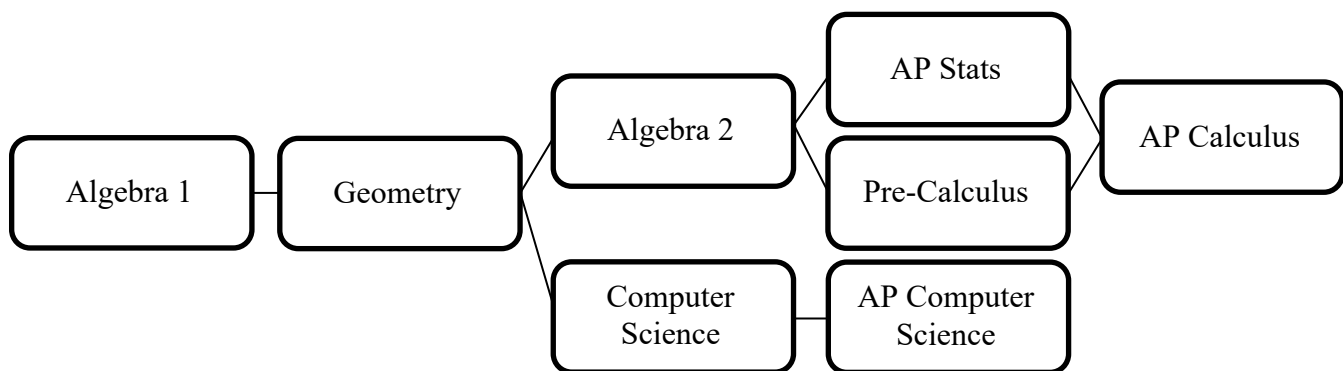
3511 AMPED

.5 Credit

Grades 9-12

The focus of this course is to reinforce and emphasize the basis of physical education and fitness of our Eleva-Strum students throughout TWO summer sessions. The course will include seven weeks of participation in weight room activities throughout the summer, four days a week, and two-hour training sessions. The minimum requirement of summer attendance will be a minimum of 20 days (each summer) for BOTH summers to acquire a passing grade.

MATH COURSES



2001 ALGEBRA 1

1 Credit

Grade 9

This course will cover functions, linear relationships, systems of equations, sequences, exponential functions, quadratics, inequalities, absolute value, exponents, and statistics.

2002 GEOMETRY

1 Credit

Grade 10

Prerequisites: Algebra 1

This course will cover transformations, symmetry, probability, angle relationships, area, Pythagorean theorem, similarity, trigonometry, congruent triangles, proofs, coordinate geometry, polygons, solids, and circles.

2003 ALGEBRA 2

1 Credit

Grades 11-12

Prerequisites: Geometry

This course will cover functions, transformations, rational expressions, linear systems, systems of inequalities, logarithms, and other inverses, polynomials, probability, and trigonometric functions.

2004 *PRE-CALCULUS

1 Credit

Grades 11-12

Prerequisites: Algebra 2

Note: Students who take this course can take AP Calculus senior year.

This course will cover functions and trigonometry, algebra and area under a curve, polynomial and rational functions, exponentials and logarithms, triangles and vectors, limits and rates, periodic functions, matrices, complex numbers, and an intro to Calculus. Graphing calculators used extensively.

2005 *AP CALCULUS

1 Credit

Grade 12

Prerequisites: Algebra 2

This course will cover limits and continuity, derivatives and applications, integrals and applications, definite integrals and applications, differential equations, and mathematical modeling. Graphing calculators are used extensively.

2006 *AP STATISTICS**1 Credit****Grades 11-12**

Prerequisites: Algebra II

This course will cover representing data, two-variable quantitative data, multivariable categorical data, studies and experiments, density functions and normal distributions, discrete probability distributions, variability in categorical sampling, drawing conclusions with categorical data, chi-squared inference procedures, drawing conclusions with quantitative data, comparing means, and identifying tests, inference for regression and ANOVA.

MUSIC COURSES

6005 BAND

1 Credit

Grades 9-12

This course surveys Renaissance to Contemporary musical performance. The emphasis of this ensemble is comprehensive musicianship through performance. The elements of music are taught, forms are investigated, and the historical/social/ethnic elements leading to musical composition are emphasized. Multiple performances in which the student has the opportunity to display their learned team product and individual development are programmed throughout the school year. Students are also expected to attend individual and group lessons on their instruments throughout the year.

6010 CHOIR

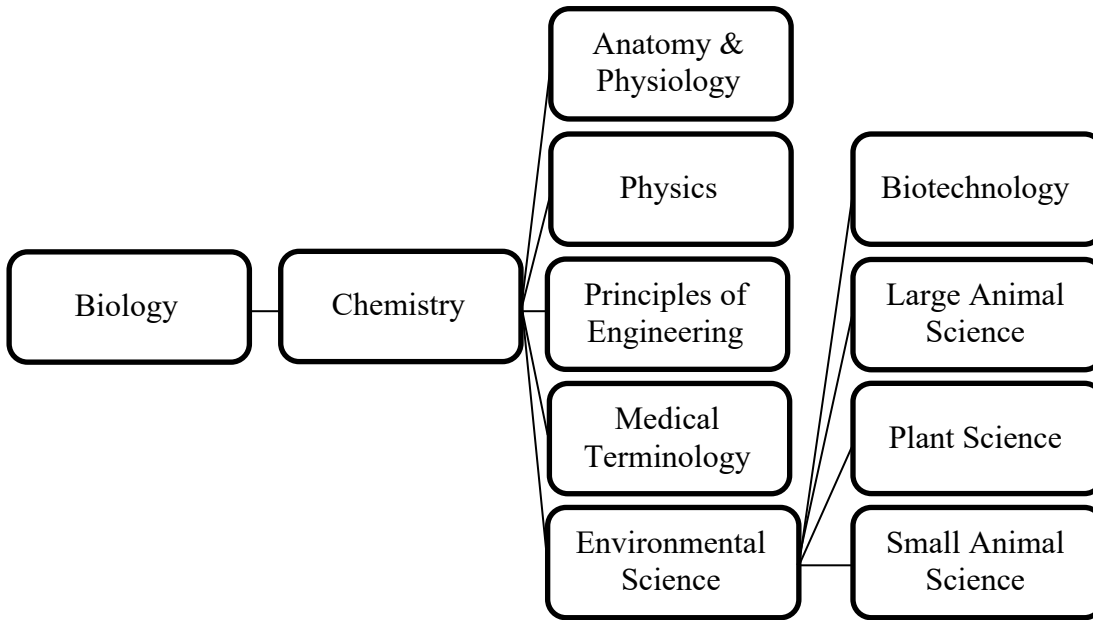
1 Credit

Grades 9-12

This course is a yearlong performance opportunity offered to all students who want to learn about and acquire skills in vocal performance. Music selections will be from a variety of musical time periods. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements. Students are expected to participate in one evening concert each quarter as a major part of their grade, as well as a few other performance opportunities that arise throughout the year. Students are also expected to attend voice lessons throughout the year.



Students are required to have earned a Biology, Chemistry, and another full Science credit. Students who are planning to pursue a 4-year degree post-graduation are strongly recommended to take Physics for their third required Science class, and a fourth credit relating to their chosen field of study if they are going into a STEM-related field.



2502 BIOLOGY

1 Credit

Grade 9

Biology is the study of life. The study of life in this course focuses on basic molecules of life, principles and characteristics of life, cell structure and function, DNA and protein synthesis, cell division and the cell cycle, heredity and genetics, biological unity and diversity, and ecology.

This course is a prerequisite for Medical Terminology, Anatomy/Physiology, and Chemistry.

2503 *PHYSICS

1 Credit

Grades 11-12

Prerequisite: Geometry

This course explores how the concepts of physics apply to everyday situations and practical applications. The topics studied in this course are matter, motion, acceleration, velocity, forces, energy, momentum, sound, light, electricity, and magnetism. This course is highly recommended to prepare students for college and technical training.

2504 *CHEMISTRY**1 Credit****Grade 10**

Prerequisite: Biology

Chemistry is a physical science course that deals with the chemical composition of matter. Areas of study include the periodic table, elements, and types of reactions, chemical equations, inorganic chemistry, and an introduction to organic chemistry. This is an excellent course for the student who is planning to enter a scientific field of training.

2505 *ANATOMY & PHYSIOLOGY**1 Credit****Grades 11-12**

Prerequisite: Biology

This is a comprehensive study of the anatomy and physiology of the human-animal and the ten body systems, as well as the pathology, injuries, and abnormalities that are commonly encountered. In addition, students will be given the opportunity to explore and share information about relevant and important topics related to the human condition.

2506 *MEDICAL TERMINOLOGY (TC)**.5 Credit****Grades 11-12**

Prerequisite: Biology

This course is very beneficial to any student considering involvement in a health-related occupation. In this course, students will learn how to break down medical terms into their three basic components: prefixes, root words, and suffixes. They will then be able to comprehend the meaning of medical terms by learning and applying an understanding of each of these three-word parts. Students will also learn how to pronounce medical terms correctly and will develop knowledge and understanding of body organs, body systems, medical conditions, and medical tests.

2507 PRINCIPLES OF ENGINEERING**1 Credit****Grades 10-12**

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the goal of education.

SOCIAL STUDIES COURSES

3001 SOCIAL STUDIES 9

1 Credit

Grade 9

The goal of Social Studies 9 is to help students achieve an understanding of both geography and political science. To understand geography, the students will study the state, nation, and world through the themes of geography. Through the political science component, the students will gain a better understanding of government by focusing on the government of Wisconsin.

3002 SOCIAL STUDIES 10

1 Credit

Grade 10

The goal of Social Studies 10 is to help students achieve an understanding of both world history and economics. The world history component of the class will focus on Greeks, Romans, Ottomans, and Byzantine Empire. Through studying these people, we will look at the specific influences that they had on the foundations of the United States. The economics component of the class will look at microeconomics (supply and demand, economic systems, etc.).

3003 *AP WORLD HISTORY: MODERN (Can replace Social Studies 10 requirement)

1 Credit

Grades 10-12

Advanced Placement World History is a challenging full-year course that will focus on historical themes and key concepts that cover distinct chronological periods in world history. AP World History is the equivalent of an introductory college survey course complete with a college-level text, assignments, and assessments. The function of this class is to prepare students for higher-level college courses and to gain an appreciation for world history and the interconnectivity of the civilizations of the world throughout time. It is the goal of the instructor to have the student demonstrate their mastery of the course by taking the College Board AP World History Exam in May.

3004 U.S. HISTORY

1 Credit

Grades 10-11

Required for graduation, recommended in Grade 11, can be taken in 10th or 12th

Students will develop an in-depth understanding of American History through the use of primary documents, textbook assignments, and supplementary readings. Students have the option of taking the advanced placement test for college credit at the conclusion of the course.

3005 *AP US HISTORY

1 Credit

Grades 11-12

(Can replace US History requirement)

Advanced Placement United States History is intended to give the student a broad look at United States history starting in the 15th century and extending into the 21st. Students will be challenged through primary source investigation and analysis, debate and writing opportunities, as well as a college level text.

3006 SOCIOLOGY**1 Credit****Grade 12**

Sociology is the study of human behavior in groups. This class will address issues of status, the environment, warfare, and other focus points through different Sociological perspectives. This class will help students understand why people act the way they do. (Independent Study, department approval)
(This course runs every other year on odd years ex. 2024-25)

3007 INTRODUCTION TO CRIMINAL JUSTICE**1 Credit****Grades 11- 12**

This class will provide the framework for students to learn the ins and outs of the various legal systems in the United States and how they affect them. Students will investigate various topics including, but not limited to, civil law, criminal law and laws governing capitalism and the United States economy, through class lectures, readings, discussions, court simulations, and films. Students particularly interested in police enforcement, sociology, politics, and other careers related to the legal system should strongly consider this elective.

3008 CARDINAL HISTORIANS**.5 Credit****Grades 9 – 12**

Students will be engaged through project-based learning while they collect, preserve, provide access to, and display the history of the Eleva-Strum Schools and community. Students will create portfolios to provide evidence of their learning and involvement. Opportunities for learning will include archival work with historic items, and interpretation for the Eleva-Strum community. The course will be of special importance to students who are considering work in the fields of Library Science, History, Museum Curation, Public Relations, and Communications.

3009 AP MICROECONOMICS**1 Credit****Grades 11–12**

Study the principles of economics that apply to the behavior of individuals within an economic system. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. Skills You'll Learn:

- Define economic principles and models
- Explain given economic outcomes
- Determine outcomes of specific economic situations
- Model economic situations using graphs or visual representations

(This course runs every other year on even years ex. 2025-26)

3010 AP MACROECONOMICS**1 Credit****Grades 11–12**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics is equivalent to a one-semester introductory college course in economics.
(This course runs every other year on odd years ex. 2024-25)

3011 AP PSYCHOLOGY**1 Credit****Grades 11–12**

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion, and you'll analyze data from psychological research studies. Skills You'll Learn:

- Connecting psychological concepts and theories to real-life scenarios
- Understanding and interpreting data
- Analyzing research studies in psychology

3012 CURRENT ISSUES**.5 Credit****Grades 10-12**

This course is intended to give students an opportunity to learn and develop opinions on divisive issues of our time, such as gun control, poverty, and terrorism. The class will be taught within a framework of a sociological course where more than one perspective on each issue is investigated. Students will acquire knowledge through classroom activities, including film critiques and debates, as well as assignments that require outside investigation. The ultimate objective for all students in this class will be to become informed citizens who can take informed positions on topics.

(Independent Study, department approval)

WORLD LANGUAGE COURSES

5001 SPANISH 1

1 Credit

Grades 9-12

Spanish 1 establishes a foundation in language skills, including conversation, comprehension, cultural understanding, grammar, reading, and writing. Through the use of paired conversations, dialogues, and roleplaying, students will engage in conversations and write about their daily lives, personal interests, preferences, and feelings. Through reading and writing, the students will broaden their vocabulary and grammar skills, as well as their understanding of another culture. Opportunities will be available for students to participate in cultural projects and activities in class throughout the school year.

Students are asked to bring a notebook and a folder to class daily. Activities will consist of projects and presentations, quizzes, and daily homework. Since the learning of another language requires daily drill and repetition, students should expect to do homework and study vocabulary daily.

5002 SPANISH 2

1 Credit

Grades 10-12

Prerequisite: Successful completion of Spanish 1

Spanish 2 reviews and expands on the skills learned in Spanish 1. Thematic units include shopping, clothing, foods, ordering in a restaurant, daily routines, and chores, body parts, the city, travel, and childhood activities. Through drill, listening exercises, paired activities, podcasts, and authentic situations, students will gain more confidence in language functions and conversational skills. Cultural studies will now be offered in the target language, and students will begin to utilize Internet sites in Spanish to acquire knowledge about Spanish culture and civilization. Students enrolled in Spanish 2 may have the opportunity to travel to a Spanish speaking country. Students are asked to bring a notebook and a folder to class daily. Student activities will include writing assignments and conversations in Spanish, assessments, daily practice, and projects. Projects may include creating videos and podcasts in Spanish. Students should expect to study daily.

5003 *SPANISH 3

1 Credit

Grades 11-12

Prerequisite: Spanish 2

Spanish 3 will provide the student with continued development in listening, speaking, comprehension, and writing skills in Spanish. The simple past tenses, future, and subjunctive, as well as other grammar skills, will be introduced. Spanish 3 also includes cultural studies in the target language. Using Spanish resources from the Internet, students will learn more about Spain and Latin America, including its people, history, art, and literature. Students will refine their language skills throughout the course. Thematic units may include occupations, health, nutrition, art, children's literature in Spanish, animals and the environment, music, travel, and leisure activities. Spanish 3 students may also have the opportunity to travel to a Spanish speaking country. Student activities will include writing assignments and conversations in Spanish, assessments, daily practice, and projects. Projects may include writing a children's book in Spanish and painting in the style of a Spanish or Latin American artist. There will also be various cultural activities throughout the school year.

5004 *AP SPANISH LANGUAGE AND CULTURE

1 Credit

Grade 12

Prerequisite: Spanish III with a C- or better and approval of the instructor.

Develop your Spanish language skills and learn about the cultures in Spanish-speaking parts of the world. You'll practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Skills You'll Learn:

- Understanding Spanish when you hear it and read it
- Holding conversations in real-life situations
- Writing stories, letters, emails, essays, and other texts

5010 ADVENTURES IN SPAIN

.5 Credit

Grade 11-12

This course will run in a blended format during the years in which there is a trip to Spain, meeting face to face before and after school, with coursework on Moodle. The course will begin in September and run through the majority of April. Students signing up for this course must already be enrolled on the Spain trip at the time the class starts; all students enrolled on the trip must take this corresponding course. The material covered in this half-credit course will include history and cultural studies of Spain, as well as the Spanish language specific to Spain. The course is designed to prepare those students traveling to Spain to optimize their 9-day travel experience. The course will culminate with the 9-day trip and reflective student projects following the trip. (Offered every other year.)

9000 EMPLOYABILITY SKILLS 1-2 Credits in area of concentration Grade 11-12

Prerequisite: Job Shadow/Staff Recommendation

The course is designed to provide students with opportunities for hands-on work experience in a real job setting. Through the cooperative efforts of industry, parents, school, and students, the Supervised Work Experience Program provides students with the opportunity to: develop advanced skills needed for entry into the workforce, further career exploration, develop decision-making skills, develop employability skills, and create positive attitudes toward work.

This may or may not include working off-campus during part of the school day. Course activities include work-related assignments and activities beyond on-site work times. Students must have a job and get prior approval when signing up for this credit.

GENERAL REQUIREMENTS:

- Students must maintain employment status throughout the length of the work release.
- Students must work in a regular workplace setting; working for family and working from home requires approval to be eligible for work release.
- Weekly journal Summaries and Reflection are required.
- Hours – Turn in a printout of actual hours and minutes worked (if an employer has an automated payroll system) OR employer must sign hours to verify actual hours worked
- Students need to check-in with the office upon arrival and check-out with the office when departing for work.
- If not meeting the weekly hour requirement below, then students will not be excused to leave school for work release.
- To participate in the work release program, the student must be passing all classes. The student will become ineligible to participate in the work release program if the grade requirements are not maintained.
- Transportation is the responsibility of the student and his/her family. A liability waiver will be required.
- If there are days a student is not scheduled to work, the student must be in school during their scheduled Employability Skills period.

One Hour in Schedule:

- Students must work a minimum of 90 hours per semester (Equals five hours per week.)
- Employability Skills Certificate Evaluation

Two Hours in Schedule:

- Students must work a minimum of 180 hours per semester (Equals ten hours per week.)
- Employability Skills Certificate OR Youth Apprenticeship Evaluation depending on the type of position held with an employer.