Pecatonica

High School

Course Handbook

2025/2026

Table of Contents

A Message From the Pecatonica School Board **5**
To Students and Parents **5**
Pecatonica Area School District Non-Discriminatory Statement **6**
Schedule Changes **6**
Graduation Requirements (PASD Board Policy 345.6) **6**
AGRICULTURE **7**
Advanced Ag Mechanics 7
Agribusiness & Leadership (Dual-Credit) 7
Agriculture Metal and Building (Dual-Credit) 7
Agriculture Power (Dual-Credit) 8
Crop & Soil Science (Dual-Credit) 8
Custom Craftsmanship 9
Large Animal Science & Poultry (Dual Credit) 9
Outdoor Recreation 10
Small Animal Care 10
Wildlife Management 10
Woods 1 11
Woods 2 11
Woods 3 12
ART **13**
3D Art 13
Art Biz 13
Drawing/Painting 13
Independent Art 13
BUSINESS & TECHNOLOGY **15**
Accounting (CAPP) 15
Advanced Computer Applications (Microsoft Applications 2) 15
Beginning Computer Applications (Microsoft Applications 1) 16
Desktop Publishing 16
Multimedia 17
Introduction to Business (CAPP) 17
Personal Finance 1/2 18
Publication Productions 19
COMPUTER SCIENCE **20**
Exploring Computer Programming 20
ENGLISH **21**
English/Language Arts 1 21
English/Language Arts 2 21
English/Language Arts 3 22

English/Language Arts 4 23
FOREIGN LANGUAGE 25
Spanish 1 25
Spanish 2 25
Spanish 3 26
Spanish 4 26
MATHEMATICS 27
Algebra 1 27
Algebra 2 27
Calculus AB (AP) 28
Geometry 28
Introduction to Statistics and Probability 29
Pre-Calculus (AP) 29
MUSIC 31
Concert Band 31
Concert Choir 31
PHYSICAL EDUCATION and HEALTH 32
Health 32
Physical Education 32
Strength and Conditioning 33
SCIENCE 34
Anatomy and Physiology 34
Biology 1 34
(AP) Biology 2 35
Botany 36
Chemistry 36
Current Issues in Science 37
Physical and Earth Science 37
Environmental Science 38
Food Science 38
Physics 1 39
Zoology 39
SOCIAL STUDIES 41
Current Events 41
Global Foods 41
Government 1 42
Government 2 (AP) 43
Psychology 43
Psychology 2 (AP) 43
Sociology 44
(Modern) U.S. History 1 45
U.S. History 2 (AP) 45

World Geography..... 46
(Ancient) World History 1..... 46
(Modern) World History 2..... 47
World History 3 (AP)..... 47
MISCELLANEOUS COURSES..... 48
Real World Applications..... 48
Independent Study-Based Certification Courses:..... 49
CyberDefense Pro..... 49
Teacher Assistants..... 49
Work Study Programs..... 49
Youth Apprenticeships..... 50
Start College Now..... 51
Academic Career Plans..... 51
SRTNC Distance Learning Course Catalog 2023-2024..... 51
Middle School..... 52
Middle School Art..... 52
Middle School Agriculture..... 52
Middle School English-Language Arts..... 53
Middle School Health..... 55
Middle School Math..... 56
Middle School Music..... 57
Middle School Science..... 58
Middle School Social Studies..... 59
Middle School Spanish..... 60
Middle School Technology..... 60

A Message From the Pecatonica School Board

To Students and Parents

The Pecatonica Area School District is dedicated to providing equal educational opportunities for all students. It is the belief of this School Board that every student should have the opportunity to learn to be self-sufficient, self-supporting and self-confident. Therefore, our educational process should encourage learning as a lifelong activity.

- We believe that the purpose of the school is to provide opportunities to obtain the knowledge and skills required to perform effectively in the various roles of a democratic society. We believe that the school shares with the student, home, and community the responsibility for his/her intellectual, physical, emotional, social and vocational development.
- We believe that education is an active, continuous process that involves the acquisition of knowledge, skills, and attitude.
- We believe that every student should be provided a core of general education that would assure basic competencies needed to successfully function in society, as well as broader elective experiences that could satisfy individual interests. Since students vary in ability, aptitude and motivation, the school should provide a varied and adaptable educational program.

The Pecatonica Area School District strives to establish a climate of educational excellence that will provide the challenges and stimuli students need as they seek self-fulfillment, and realization that school life is only the beginning of a never-ending process of individual growth and learning.

This handbook of course offerings is designed to help students plan their high school coursework. With many studies suggesting that the majority of career choices are based on personal interest satisfaction, we are confident that with family input and school guidance our graduates can be prepared to compete in an ever changing world. Whether their futures hold on-the-job training, an apprenticeship, technical college preparation, or a four year college degree, this booklet can be useful for all students as they choose a sequence of courses leading toward accomplishing identified academic and career goals.

Pecatonica Area School District Non-Discriminatory Statement

The Pecatonica District does not discriminate against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities.

Schedule Changes

Pecatonica High School scholars can add and drop courses before the school year begins as well as by the end of the first week of each new semester. Dropping courses after that timeline will result in a W/F (Withdraw/Failure) unless the request received previous administrative approval.

Scholars with case managers will work changes to include their case managers in the process.

Graduation Requirements (PASD Board Policy 345.6)

English 4.0

Math 3.0

Science 3.0

Social Studies 3.0

Additional credit

from English, Math,

Science or Social Studies 1.0

Physical Education 1.5

Health 0.5

Personal Finance 1.0

Computer Programming 0.5

Electives 8.0

Total Graduation Credits 25.5

AGRICULTURE

Advanced Ag Mechanics

These courses examine specific topics related to agricultural mechanics and construction, such as specific vehicles or structures, rather than provide a general study of mechanics and construction techniques. This course is individual based, and students should be prepared to have projects to work on related to their area of interest. Suggested Sequence: Agriculture Power or Agriculture Metal and Building. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Analyze an electric system*
  - *Follow industry safety standards*
  - *Repair internal combustion engines*

Agribusiness & Leadership (Dual-Credit)

Students will gain an understanding of the Agriculture industry sectors while focusing on topics such as cash flow, marketing plans and balance sheets. They will create a business plan. We focus on different areas of the industry and entrepreneurship opportunities. **Must be a junior or senior to earn SWTC Credit Length: Semester, 0.5 Credit (3 Cr at SWTC)**

Essential Learning Outcomes

- *Students will*
  - *Summarize an overview of the American Agribusiness system*
  - *Outline the functional areas of management in an agribusiness*
  - *Summarize the role of marketing in the management of an agribusiness*
  - *Evaluate demand for products using forecasting procedures*
  - *Compare and contrast legal structures of agribusiness organizations*
  - *Outline requirements of retaining business competitiveness*
  - *Construct a business plan*
  - *Analyze role of budgets in agribusiness management*
  - *Outline requirements of a business succession plan.*
  - *Summarize opportunities and resources available for entrepreneurs in agribusiness*
  - *Assess the operating performance of a business*

Agriculture Metal and Building (Dual-Credit)

Topics include concrete,drywall, sheet metal bending and welding. Students will explore building trades related to concrete and masonry as they construct stepping stones,s. Students will learn now to tape drywall and make repairs. Students will learn how to account for bends in working with sheet metal. While

welding students will gain experience using the ARC, MIG and OXY/Acetylene welders. More advanced students will be introduced to brazing, TIG and Plasma cutting torch. *The welding portion of the course is transcripted for credit.* **Length: Semester, 0.5 Credit (1 Cr at SWTC)**

Essential Learning Outcomes

- *Students will:*
  - *examine different welding processes*
  - *manipulate metal using different oxy-gas processes Assessment*
  - *arc weld various types of metals*
  - *MIG weld various types of metals*
  - *TIG weld various types of metals*
  - *fabricate metal*

Agriculture Power (Dual-Credit)

Topics include small engines, basic car care, electricity and hydraulics. Students will learn how to completely disassemble and reassemble a small gasoline engine. Students will learn how hydraulics work and construct hydraulic machines. Students will learn how electrical circuits work and use hands on wiring boards and walls to demonstrate. Students will also gain knowledge in automobile ownership and maintenance, tire safety and automobile maintenance. **Length: Semester, 0.5 Credit (3 Cr at SWTC)**

Essential Learning Outcomes

- *Students will:*
  - *Interpret the difference between two cycle and four cycle engines.*
  - *Differentiate between gas and diesel*
  - *Perform cylinder compression test.*
  - *Perform cylinder leak down test.*
  - *Perform four stroke engine disassembly.*
  - *Identify all parts of a typical four stroke engine.*
  - *Perform four stroke engine assembly.*
  - *Run assembled engine*

Crop & Soil Science (Dual-Credit)

Students will take skills and knowledge gained in botany and apply it to real world situations. We will focus on soils and work from the ground up form soils to seed to plant to harvest. Junior or Senior Standing **to earn SWTC Credit**, **Suggested Sequence**: Botany **Length: Semester, 0.5 Credit (3 Cr at SWTC)**

Essential Learning Outcomes

- *Students will:*
    - *Examine the changes occurring in the field of plant science due to emerging technology*
    - *Classify plants*
    - *Pollinate plants*
    - *Propagate plants asexually*
    - *Germinate seeds*
    - *Analyze plant emergence*
    - *Explain nutrient and water movement in plants*
    - *Describe factors that affect plant growth*
    - *Examine the factors that affect photosynthesis*
    - *Examine the factors that affect respiration*
    - *Examine the factors that affect transpiration*
    - *Identify common agronomic crops of economic importance to Wisconsin*
    - *Outline the various vegetative growth stages of crops*

Custom Craftsmanship

Custom Craftsmanship is your chance to design, manufacture and sell custom products using a variety of wood and metals skills. Students will engage in product research, design, product trends, price points, profit, time management, market and advertise via social media and then sell their products to the community or while participating in area craft fairs. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *create and finish a product for sale*
    - *calculate cost to produce a product, this includes time*
    - *survey customers to establish price & gauge market*

Large Animal Science & Poultry (Dual Credit)

Animal Production/Science courses impart information about the care and management of livestock animals. This course includes animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students will learn about the cattle, sheep, goat, swine and poultry industries. *Students in this course have the opportunity to earn college credit through SWTC in Fennimore.* **Junior or Senior status to earn SWTC Credit. Length: Semester, 0.5 Credit (3 Cr at SWTC)**

Essential Learning Outcomes

- *Students will:*
    - *Explore the animal industry*

- *Apply job-related safety procedures*
- *Apply safe animal handling techniques*
- *Recognize basic animal anatomy and physiology*
- *Apply genetic principles for selection advantage*
- *Describe management strategies for animal reproduction*
- *Analyze animal records*
- *Identify marketable animal products*
- *Select feedstuffs for a class of animals*

Outdoor Recreation

Outdoor Recreation focuses on many activities that take place outdoors. It will cover topics in Archery and NASP, water and outdoor safety, survival skills, orienteering, camping, building a fire and careers related to the outdoors. **Length: Semester, 0.5 Credit**
Wisconsin Standards

Essential Learning Outcomes

- *Students will:*
  - *Produce, harvest, process and use natural resource products*
  - *Diagnose plan and wildlife diseases and follow protocol to prevent their spread while acquiring management protocol of insect infestations of natural resources.*

Small Animal Care

Small Animal Care courses focus on the care and management of small animals. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, facilities, handling and training, and grooming are typical areas of study. Course topics may include horses, cats, dogs, and other companion animals. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Apply principles of comparative anatomy and physiology to uses within various animal systems*
  - *Formulate feed rations to provide for the nutritional needs of animals*
  - *Select animals for specific purposes and maximum performance based on anatomy and physiology*
  - *Evaluate preventative measures for controlling and limiting the spread of diseases, parasites and disorders among animals*
  - *Prescribe and implement a prevention treatment program for animal diseases, parasites and other disorders.*

Wildlife Management

Students will gain an understanding of Wildlife and the world around them. The course focuses on Forestry, North American mammals, tracking, fishing, hunting and taxidermy. It includes careers related to the outdoors as well. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *classify Natural resources*
    - *apply ecological concepts and principles to natural resource systems.*
    - *compare and contrast the interdependence of organisms within an ecosystem*
    - *compare and contrast trees and other woody plants.*
    - *apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.*
    - *produce, harvest, process and use natural resource products*
    - *compare and contrast wildlife species*
    - *describe techniques used in the harvesting of wildlife and aquatic animals.*

Woods 1

Students are introduced to Woodworking through drafting. They then construct a project using hand tools and then pass safety test to create pojects using power tools. They will learn how to design a project and create a bill of materials. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *create a scale draft of a project*
    - *use a draft to create a project*
    - *identify, and safely use woodworking tools.*
    - *understand cutting, gluing, sanding and finishing procedures.*

Woods 2

Woods 2 is an extension of Woods 1. Safety is reviewed and further skills are developed that allow students to create advanced projects. Students design and construct one or more projects and may prepare a bill of materials. Advanced students design and create a project, prepare bills of materials and finish proposed projects. **Suggested Sequence**: Woods 1 **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *design and draft a project with correct dimensions.*
    - *safely create simple projects using power tools.*
    - *create a project on the lathe.*

- *demonstrate finishing procedures.*
- *demonstrate career skills such as time management, and project planning.*

Woods 3

Advanced Woods builds on skills learned in Woods 1 and 2. The students refine and perfect skills related to design, construction and finish. They also learn skills related to turning their craft into a business. **Suggested Sequences:** Woods 1 &, Woods 2. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *design and draft a project with correct dimensions.*
  - *safely create advanced projects using power tools.*
  - *demonstrate advanced finishing procedures.*
  - *demonstrate career skills such as time management, and project planning.*

ART

3D Art

3-D Art courses typically cover the following mediums, but not limited to, clay (handbuilt & wheel), batik, string art, photomontage, plaster craft, papier mache, linoleum prints, copper tooling, quilling, and paper sculptures as well as other possible mediums. The scholar will be taught according to the years of high school art they have previously had. The course will provide an opportunity for scholars to gain a personal feeling of accomplishment in their artwork. **Length: Semester, 0.5 Credit**

Art Biz

Art Biz 101 is your chance to design, create and sell products. This class is looking for independent workers who enjoy producing quality work and if you like to create arts and crafts this class is for you. Students will use Art, business, and craftsmanship skills to engage in product research, design, product trends, price points, profit, market and advertise via social media and then sell their products to the community or while participating in area craft fairs. **Length: Semester, 0.5 Credit**

Drawing/Painting

This course will focus on drawing and painting in a two dimensional way. The course will typically cover, but not limited to, the following mediums, pencil, chalk pastels, oil pastels, watercolor, pen & ink, oil paint, and acrylic paint. The scholar will be taught according to the years of high school art they have previously had. The course will provide an opportunity for scholars to gain a personal feeling of accomplishment in their artwork. **Length: Semester, 0.5 Credit**

Independent Art

Independent Art is for students who want Drawing/Painting or 3-D Art but have scheduling conflicts that prevent them from taking these classes during the offered times. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- ***Create Standard***
  - *Investigate: Students will use problem solving by researching through elements of art for the process of creating*
  - *Plan: Students will create original concepts by practice, experimentation, and revision*
  - *Make: Students will develop original, well crafted works by choosing their medium and techniques*
- ***Present Standard***

- *Share: Students will exhibit original works of art for presentation*

- ***Respond Standard***
  - *Describe: Students will be able to describe like techniques within a group of artist or images*
- ***Connect Standard***
  - *Interdisciplinary: Students will demonstrate the use of other disciplines in their own work*

BUSINESS & TECHNOLOGY

Accounting (CAPP)

Cooperative Academic Partnership Program (CAPP) through UW-Oshkosh: This course provides an introduction to the principles of financial accounting and the preparation, interpretation, and analysis of general purpose financial statements for parties external to the organization. Students in this course have the opportunity to earn 3 college credits through UW-Oshkosh's Cooperative Academic Partnership Program for ACCT206. *Students must be a junior or senior to take this course and have a GPA of 2.75 or be in the top 30% of their class, or have teacher and principal approval.* **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Create, read, analyze, and interpret financial statements.*
  - *Understand the nature and purpose of financial statement information in relation to decision making.*
  - *Analyze and interpret financial information using calculated financial ratios in applied scenarios.*
  - *Identify and apply internal control activities to safeguard the company's assets and ensure the accuracy of the accounting records.*
  - *Describe the ethical and behavioral aspects of using accounting information.*
  - *Demonstrate the ability to think analytically, communicate clearly, and behave professionally.*

Advanced Computer Applications (Microsoft Applications 2)

Available to freshmen through seniors. Students will establish advanced Microsoft Office Suite skills inWord andExcel, while being introduced to Access. Students will prepare for and complete various MOS certification exams.

Students in this course have the opportunity to earn college credit through SWTC in Fennimore* as well as earn industry recognized certifications. **Suggested Sequence: Beginning Computer Applications. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *learn the features of Microsoft Word necessary to pass the Microsoft Word MO-111, having the option to earn their Microsoft Word Expert certification.*
  - *learn the features of Microsoft Word necessary to pass the Microsoft Excel MO-211, having the option to earn their Microsoft Excel Expert certification.*
  - *create a database in Microsoft Access and generate various queries, tables and reports.*
  - *become familiar with the Microsoft Outlook interface.*

Beginning Computer Applications (Microsoft Applications 1)

Available to freshmen through seniors. Students will be introduced to the Microsoft Office Suite; including Word, Excel, and PowerPoint. Students will prepare for, and complete, various MOS certification exams. *Students in this course have the opportunity to earn college credit through SWTC in Fennimore as well as earn industry recognized certifications. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *learn the features of Microsoft Word necessary to pass the Microsoft Word MO-100, earning their Microsoft Word Associate certification.*
  - *learn the features of Microsoft Excel necessary to pass the Microsoft Excel MO-200, earning their Microsoft Excel Associate certification.*
  - *learn the features of Microsoft PowerPoint necessary to pass the Microsoft Powerpoint MO-300, earning their Microsoft PowerPoint Associate certification.*
  - *create a database in Microsoft Access and generate various queries, tables and reports.*
  - *become familiar with the Microsoft Outlook interface.*
  - *(if time permits) learn the features of Microsoft Word necessary to pass the Microsoft Word MO-101, having the option to earn their Microsoft Word Expert certification.*
  - *(if time permits) learn the features of Microsoft Excel necessary to pass the Microsoft Excel MO-201, having the option to earn their Microsoft Excel Expert certification.*

Desktop Publishing

In this one-semester course, students will be introduced to basic design principles and how they apply to desktop publishing. They will work with professional desktop publishing software such as Adobe InDesign, PhotoShop and Microsoft Publisher. This software will be used to design a wide variety of professional documents for personal use, club use, or work-related use. In addition, scanners, digital cameras, and Internet images will be incorporated into the class to enhance projects. Possible class projects include newsletters, brochures, invitations, programs, flyers, certificates, business cards, announcements, and labels, along with many seasonal or special projects. This course is required as a Suggested Sequence for students interested in being on the yearbook staff as a senior. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *understand the impact that graphic design has had on society.*
  - *understand the legal responsibilities in relation to graphic design, as well as illegal and unethical practices.*
  - *understand the difference between one-point, two-point and multi-point perspective.*
  - *Students will understand the color wheel and identify techniques to achieve desired hues, values, intensities and color schemes for use in design.*
  - *apply the principles of typography as they relate to layout and page composition in order to appropriately use various forms of type when designing layouts.*
  - *understand copywriting while demonstrating skills to write and edit a variety of documents.*
  - *take photos using digital cameras and complete basic photo editing.*

- *create designs for specific applications.*
- *apply printing concepts and determine proper printing methods for a project.*
- *explain the printing process.*
- *understand the characteristics in artwork across different cultures and be able to critique designs from various perspectives.*
- *develop a plan for a graphic design project and understand how to manage a project.*
- *understand the technology used in the graphic design workplace.*

Multimedia

Throughout the Digital Media course, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will create various projects including audio and video production. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *describe illegal and unethical uses of information technology as well as understand the legal responsibilities in relation to information technology.*
  - *understand what digital media is and its uses.*
  - *understand the Internet and its role in digital media.*
  - *define and apply various design principles and concepts including typography, color theory and layout.*
  - *understand and be able to use the various terms related to still image technology.*
  - *effectively capture and edit still images.*
  - *understand and be able to use the various terms related to audio technology.*
  - *effectively capture and edit audio footage.*
  - *understand and be able to use the various terms related to audio technology.*
  - *effectively capture and edit video footage.*
  - *understand how a creative agency works and their process for creating content.*
  - *understand the various file formats, graphic resolutions, file sizes and the importance of file management.*
  - *create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles.*
  - *plan and create linear and non-linear animation using accepted standards such as design principles, frames, key frames, integration of audio into an animation and user interactive controls.*
  - *create an interactive animation and deploy it using various digital formats.*

Introduction to Business (CAPP)

Cooperative Academic Partnership Program (CAPP) through UW-Oshkosh: The course is designed as an introductory course for all students interested in learning more about business. Students will be exposed to many different aspects of the world of business. A primary objective of the course is to broaden both the

interests and horizons of early level university students toward understanding the dynamics of business and business careers. Lectures, readings, presentations by guest speakers, videos, etc. will be utilized to facilitate student's learning. Students in this course have the opportunity to earn 3 college credits through UW-Oshkosh's Cooperative Academic Partnership Program for BUS198. *Students must be a junior or senior to take this course and have a GPA of 2.75 or be in the top 30% of their class.* **Length: Semester , 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - gain comprehensive knowledge of all major business disciplines
  - be adept at data utilization and analysis skills will be practiced
  - gain communication skills will be developed
  - demonstrate global implications, ethical understanding, and professionalism

Personal Finance 1/2

"Nobody plans to fail: they just fail to plan." This class is designed to give students an understanding of important financial issues that affect daily life and the future as well as introduce them to various careers. The topics include your paycheck, taxes and deductions, budgets, money management, savings and investing, insurance, credit and careers. *Students in this course have the opportunity to earn college credit through SWTC in Fennimore upon completion of both Personal Finance 1 and 2.* **Length: Semester, 10th Grade and 12th Grade year 0.5 Credit**

Essential Learning Outcomes

- *10th-Grade*
  - *Students will know the 5 foundations of personal finance as well as the reasoning for their sequential order.*
  - *Students will understand how external influences impact saving and spending decisions and how to avoid them.*
  - *Students will understand how pay and taxes are calculated and their effect on take home pay.*
  - *Students will know the different bank accounts available to them as well as the importance of tracking their accounts.*
  - *Students will understand the importance insurance plays in protecting their assets.*
  - *Students will be able to complete a budget and understand the role it plays in their financial well-being.*
- *12th-Grade*
  - *Students will understand the importance insurance plays in protecting their assets.*
  - *Students will understand the different types of financial aid available to them and which ones give them the best financial advantage.*
  - *Students will know what credit is and how it affects their future income.*
  - *Students will understand what a credit score is, how it is generated and what actions result in its raising and lowering.*
  - *Students will know the various vehicles they can use to invest their money, as well as the risks/returns associated with each.*
  - *Students will be exposed to the various marketing tactics used by businesses to reach consumers and what frauds and scams to beware of.*

Publication Productions

In this one-semester course, students will put skills learned in Desktop Publishing to work. Students in this course will complete various projects including, but not limited to: school yearbook, rosters for sporting events, programs for concerts, buttons/inserts for parent/senior nights, graduation video (personal and graduation ceremony), graduation invitation, and various community requested projects. **Suggested Sequence:** Desktop Publishing. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *create high quality desktop publishing projects in a timely manner.*
    - *learn the basics of Adobe Premiere video editing software to combine still images, set timings, and add audio to create a multimedia presentation*
    - *be introduced to personal selling concepts.*
    - *effectively and efficiently create, edit and share digital media.*

COMPUTER SCIENCE

Exploring Computer Programming

Computer programming is a creative task involving planning and problem solving. This course is recommended for anyone who is comfortable with math and interested in any field of science or engineering, or any field that analyzes data. Students will create a variety of programs , study the history of coding, and study the different roles in programming. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *understand computer basics*
    - *understand programming basics*
    - *understand binary number system*
    - *begin using a programming language*
    - *display output on the console*

ENGLISH

4 Credits Required

English/Language Arts 1

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others at grade-level and reflect on the reading by developing follow-up questions and making logical inferences.*
  - *write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time-frames in low stakes and high stakes contexts.*
  - *create works of writing that follow conventions of organization, transitions, word choice, and mechanics.*
  - *listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals and be able to justify language choices and how those choices differ.*
  - *demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking including varied use of phrases and clauses.*

English/Language Arts 2

English/Language Arts 2 (10th grade) focuses on the utilization of reading closely, reading independently, reading to build knowledge, and reading to gain perspective. Students build upon writing with meaning, structure, and focus, as well as increasing vocabulary. Unit themes explore the power of argument, persuasion in literature, voice in synthesis, and the concepts of praise, mock, and mourning through multiple genres in modern and classic literature. **Suggested Sequence:** English 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *summarize text, cite relevant text evidence to support a claim and determine common themes and ideas within the text, and analyze the development of characters, plot, and theme in literature.*
  - *determine figurative and connotative meaning in text, as well as analyze the impact of word choice, tone, mood, structure, culture, point-of-view, and perspective within text.*
  - *compare and contrast how content is presented in two or more formats and delineate and*

evaluate arguments made within the text, assessing for validity or fallacy by utilizing chosen criteria to evaluate the quality of text.
- *compose reflective, formal, and creative writing in a variety of text modes, such as argumentative, informative, and narrative. Students will create writing that shows organization, transition, and word choice.*
- *produce clear and coherent writing in which development, organization, and style are authentic to task and purpose; develop and strengthen writing by utilizing the writing process (planning, revising, editing, rewriting, or trying a new approach), and make informed decisions about the use of technology to engage in these purposes.*
- *conduct research to answer a question or solve a problem, gather relevant information from multiple sources, assess the usefulness of those sources, and draw evidence from sources to support analysis, reflection, and research.*
- *initiate and participate in a range of collaborative discussions on topics, texts, and issues, listening actively, and building on others' ideas; analyze and synthesize multiple sources of evidence within media presented in discussion or lecture; and understand and evaluate a speakers' point of view, reasoning, and use of evidence.*
- *present information, findings, and supporting evidence while utilizing reasoning, organization, and digital media.*
- *demonstrate an understanding of how language functions and make effective choices when composing, creating, and speaking to develop communicative competence.*
- *determine or clarify the meaning of words and phrases in grade-level reading and content, demonstrate understandings of figurative language, and build vocabulary.*
- *demonstrate contextually appropriate use of conventions of standardized English grammar and usage when writing and speaking.*

English/Language Arts 3

English/Language Arts 3 (11th grade) builds upon skills developed in previous secondary level ELA coursework. Core principles of the curriculum include close observation and analysis, higher-order questioning, evidence-based writing, and academic conversation. Unit themes explore the American Dream, the power of persuasion, American forums and media, and American cultural movements through multiple genres in American literature. Students improve their critical-thinking skills as they understand how literature reflects the society of the time. **Suggested Sequence:** English 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *summarize text, cite relevant text evidence to support a claim and determine common themes and ideas within the text, and analyze the development of characters, plot, and theme in literature.*
  - *determine figurative and connotative meaning in text, as well as analyze the impact of word choice, tone, mood, structure, culture, point-of-view, and perspective within text.*
  - *compare and contrast how content is presented in two or more formats and delineate and evaluate arguments made within the text, applying a lens, assessing for validity or fallacy by utilizing chosen criteria to evaluate the quality of text.*
  - *compose reflective, formal, and creative writing in a variety of text modes, such as*

argumentative, informative, literary analysis, and narrative. Students will create writing that shows organization, transition, and word choice.
- *produce clear and coherent writing in which development, organization, and style are authentic to task and purpose; develop and strengthen writing by utilizing the writing process (planning, revising, editing, rewriting, or trying a new approach), and make informed decisions about the use of technology to engage in these purposes.*
- *conduct research to answer a question or solve a problem, gather relevant information from multiple sources, assess the usefulness of those sources, avoid overreliance on any one source, and draw evidence from sources to support analysis, reflection, and research.*
- *initiate and participate in a range of collaborative discussions on topics, texts, and issues, listening actively, and building on others' ideas; analyze and synthesize multiple sources of evidence within media presented in discussion or lecture; and understand and evaluate a speakers' point of view, reasoning, and use of evidence. Students will be able to engage in civil, democratic discussions by setting goals and thoughtful discourse while keeping all sides of an issue in mind.*
- *present information, findings, and supporting evidence through conveying and opposing perspectives while utilizing reasoning, organization, and digital media.*
- *demonstrate an understanding of how culture, language, and syntax functions and make effective choices when composing, creating, and speaking to develop communicative competence.*
- *determine or clarify the meaning of words and phrases in grade-level reading and content, demonstrate understandings of figurative language in linguistic diversity, ideas, and cultures, and build vocabulary.*
- *demonstrate contextually appropriate use of conventions of standardized English grammar and usage when writing and speaking. Students will be able to resolve issues of complexity by consulting appropriate references (dictionary, thesaurus, etc).*

English/Language Arts 4

English/Language Arts 4 (12th grade) perfects skills developed in previous secondary level ELA coursework through a survey of modern literature across multiple genres. Scholars discover perspective by navigating through a multitude of literary criticism and literary theories. Unit themes explore perception, the collective perspective, evolving perspective, and creating perspective. English/Language Arts 4 prepares students for AP English and college-level composition courses. **Suggested Sequence:** English 3. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *summarize text, cite relevant text evidence to support a claim and determine common themes and ideas within the text, and analyze the development of characters, plot, and theme in literature.*
  - *determine figurative and connotative meaning in text, as well as analyze the impact of word choice, tone, mood, structure, culture, point-of-view, and perspective within text.*
  - *compare and contrast how content is presented in two or more formats and delineate and evaluate arguments made within the text, applying a lens, assessing for validity or fallacy by utilizing chosen criteria to evaluate the quality of text.*
  - *compose reflective, formal, and creative writing in a variety of text modes, such as argumentative, informative, literary analysis, and narrative. Students will create writing that*

shows organization, transition, and word choice.

- *produce clear and coherent writing in which development, organization, and style are authentic to task and purpose; develop and strengthen writing by utilizing the writing process (planning, revising, editing, rewriting, or trying a new approach), and make informed decisions about the use of technology to engage in these purposes.*
- *conduct research to answer a question or solve a problem, gather relevant information from multiple sources, assess the usefulness of those sources, avoid overreliance on any one source, and draw evidence from sources to support analysis, reflection, and research.*
- *initiate and participate in a range of collaborative discussions on topics, texts, and issues, listening actively, and building on others' ideas; analyze and synthesize multiple sources of evidence within media presented in discussion or lecture; and understand and evaluate a speakers' point of view, reasoning, and use of evidence. Students will be able to engage in civil, democratic discussions by setting goals and thoughtful discourse while keeping all sides of an issue in mind.*
- *present information, findings, and supporting evidence through conveying and opposing perspectives while utilizing reasoning, organization, and digital media.*
- *demonstrate an understanding of how culture, language, and syntax functions and make effective choices when composing, creating, and speaking to develop communicative competence.*
- *determine or clarify the meaning of words and phrases in grade-level reading and content, demonstrate understandings of figurative language in linguistic diversity, ideas, and cultures, and build vocabulary.*
- *demonstrate contextually appropriate use of conventions of standardized English grammar and usage when writing and speaking. Students will be able to resolve issues of complexity by consulting appropriate references (dictionary, thesaurus, etc).*

FOREIGN LANGUAGE

Spanish 1

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is also introduced through a variety of ways. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *greet others, state personal needs, state their origin, ask questions for clarification, ask for repetition to ensure understanding.*
    - *describe themselves and others, and defend personal preferences and feelings.*
    - *talk about classes, plans, and what they need for each.*
    - *talk about sports, hobbies and activities they like and do not like as well as those of friends and family and also talk about how often they do each activity.*
    - *talk about foods and beverages for breakfast, lunch and dinner and explain what they like and do not like . They can also order a meal at a restaurant.*
    - *talk about their daily routines and how to stay fit and healthy. They will also be able to give advice to someone.*
    - *identify rooms in a house, talk about and compare their bedrooms, and name household chores.*

Spanish 2

Spanish 2 courses build upon skills developed in Spanish 1, extending students' ability to understand and express themselves in Spanish and increase their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s). **Suggested Sequence**: Spanish 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *talk about holidays of the Spanish speaking world, plans, past holidays and preparing for a party.*
    - *ask and answer questions about past or future plans and destinations including trip preparation, itinerary, tickets, and reservations.*
    - *describe clothing, shopping and events in the past.*
    - *discuss childhood toys and games, describe what you were like as a child and activities you used to do.*
    - *discuss activities they have participated in.*

Spanish 3

Spanish 3 courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing with others. **Suggested Sequence**: Spanish 1 & 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *communicate with others, converse and exchange information in Spanish*
    - *orally present information to others in Spanish about various topics*
    - *write effectively in the Spanish*
    - *effectively interpret what s/he hears*
    - *comprehend and interpret text in the Spanish*
    - *identify cultures, make comparisons and connections, and use Spanish within and beyond the school community.*

Spanish 4

Spanish 4 courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. **Suggested Sequence**: Spanish 1, 2, & 3. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *communicate with others, converse and exchange information in Spanish*
    - *orally present information to others in Spanish about various topics*
    - *write effectively in the Spanish*
    - *effectively interpret what s/he hears*
    - *comprehend and interpret text in the Spanish*
    - *identify cultures, make comparisons and connections, and use Spanish within and beyond the school community.*

MATHEMATICS

3 Credits Required

Algebra 1

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *simplify and evaluate expressions*
  - *solve linear equations*
  - *graph and interpret the graphs of linear functions*
  - *graph and interpret the graphs of piecewise, step and absolute value functions*
  - *solve and graph linear inequalities in one variable*
  - *solve systems of linear equations*
  - *create and graph exponential functions*
  - *simplify and factor polynomials*
  - *solve, graph and interpret graphs of quadratic functions*

Algebra 2

Course topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. **Suggested Sequence:** Algebra 1 and Geometry. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *add, sub, multi, divide, factor polynomials*
  - *solve linear equations and inequalities including solving systems of equations and inequalities*
  - *write linear equations*
  - *use function notation and operations including inverses*
  - *use and understand X-intercept, zero, root, factor, solve, solutions, real and imaginary for quadratic equations*
  - *solve and graph exponential and log functions*
  - *add, subtract , multiply, and divide rational functions, graphing rational functions with horizontal, vertical, and oblique asymptotes*
  - *use statistics to find measures of central tendency*
  - *use trigonometry to solve right and non-right triangles*

Calculus AB (AP)

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). **Suggested Sequence:** Pre-Calculus. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Identify an appropriate mathematical rule or procedure based on the classification of a given expression*
    - *Identify an appropriate mathematical rule or procedure based on the relationship between concepts or processes to solve problems.*
    - *Apply appropriate mathematical rules or procedures, with or without technology*
    - *Explain how an approximated value relates to the actual value.*
    - *Identify common underlying structures in problems involving different contextual situations*
    - *Identify mathematical information from graphical, numerical, analytical, and/or verbal representations*
    - *Identify a re-expression of mathematical information presented in a given representation*

Geometry

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. **Suggested Sequence:** Algebra 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *recognize and apply the building blocks of geometry (postulates, definitions, theorems, vocabulary) in order to reason inductively and deductively*
    - *understand congruence and similarity and apply the properties to 2-dimensional figures*
    - *apply properties and formulas for 2-dimensional and 3-dimensional figures to solve problems*
    - *define trigonometric ratios, apply trigonometry to triangles, and extend their knowledge to trigonometric functions*
    - *perform transformations (by rotation, reflections, translations, and dilations)*
    - *prove triangles congruent by theorems*
    - *apply algebraic concepts to coordinate geometric situations*
    - *use properties of right triangles to find missing measurements*

- *understand and apply conditional probability*
- *understand and apply theorems about circles*

Introduction to Statistics and Probability

Statistics is about learning from data and the role that variability plays in drawing conclusions from data. This course includes counting methods (permutations, combinations), probability, binomial probability, expected value, numerical and graphical representations
of statistics, and an introduction to inferential statistics. **Suggested Sequence:** Algebra 1 and Geometry.
Length: Semester, 0.5 Credit

Essential Learning Outcomes

- *Students will:*
  - Investigate how to organize/visualize data, discuss measures of central tendency, and examine measures of variance, including applications of the Normal Distribution & Correlation.
  - Investigate how to organize/visualize data, create frequency distributions like histograms, box plots, and stem & leaf plots
  - Use the mean, median, and mode to describe data sets, find variance, and find standard deviation
  - Count elements in a set, use tree diagrams to represent situations, and apply counting techniques to solve problems. Understand the Fundamental Counting Principle, use slot diagrams to simulate situations, and solve counting problems with special situations. Calculate the number of permutations of "n" objects taken "r" at a time, use factorial notation, and calculate the number of combinations of "n" objects taken "r" at a time.
  - Calculate probabilities, use counting formulas. Understand the relationship between an event and its complement, and explore the formula for a "Union". Explore conditional probability, and understand the difference between independent and dependent events. Given probabilities, we will explore expected value, and calculate the expected value of lotteries and games of chance
  - Investigate what a discrete random variable is, and be able to calculate its mean and standard deviation. Graph coin flip distributions. Calculate binomial distribution, geometric and Poisson Distributions.

Pre-Calculus (AP)

Following the College Board's suggested curriculum designed to parallel college-level precalculus courses, AP Precalculus is designed to be the equivalent of a first semester college precalculus course. 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. **Suggested Sequence:** Algebra 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Solve equations and inequalities represented analytically, with and without technology*
    - *Express functions, equations, or expressions in analytically equivalent forms that are useful in a given mathematical or applied context*
    - *Construct new functions using transformations, compositions, inverses, or regressions that may be useful in modeling contexts, criteria, or data, with and without technology*
    - *Identify information from graphical, numerical, analytical, and verbal representations to answer a question or construct a model, with or without technology*
    - *Construct equivalent graphical, numerical, analytical, and verbal representations of function that are useful in a given mathematical or applied context, with and without technology*
    - *Describe the characteristics of a function with varying levels of precision, depending on the function representation and available mathematical tools*
    - *Apply numerical results in a given mathematical or applied context*
    - *Support conclusions or choices with a logical rationale or appropriate data*

Statistics (AP)

Following the College Board's suggested curriculum designed to parallel college-level non-calculus based statistics courses, AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding **Suggested Sequence:** Algebra 2. **Length:** Year. **Credit:** 1.0

Essential Learning Outcomes

- *Students will:*
    - *Identify key and relevant information to answer a question or solve a problem*
    - *Describe an appropriate method for gathering and representing data, and describe data presented numerically or graphically*
    - *Construct numerical or graphical representations of distributions*
    - *Calculate and compare summary statistics, relative positions of points within a distribution, correlation, and predicted response*
    - *Determine relative frequencies, proportions, or probabilities using simulation or calculations; determine parameters for probability distributions, and describe probability distributions*
    - *Make an appropriate claim or draw an appropriate conclusion*
    - *Interpret statistical calculations and findings to assign meaning or assess a claim*
    - *Identify an appropriate inference method for confidence intervals and significance tests, and null and alternative hypotheses*
    - *Construct a confidence interval, calculate a test statistic, and find a p-value – provided conditions for inference are met*
    - *Verify that inference procedures apply in a given situation*
    - *Justify a claim based on a confidence interval or justify using a decision based on significance tests*

MUSIC

Concert Band

High school band is an opportunity available to any student interested in creating and performing music with an instrument. The band performs repertoire along a wide spectrum of periods of musical history, genres, as well as difficulty level. Performance opportunities include parades, concerts, solo and ensemble festivals (at the district and state levels), pep rallies and sporting events, and also involvement in many other festivals and events. Traveling opportunities are available for those who wish to perform locally as well as across the country. Students are asked to actively participate in fundraising opportunities that help pay for these trips. Band students have one-on-one lessons each week to work on concert music, technique, and solos for festivals. Grades are based on performance attendance as well as complete and constructive participation during rehearsal. **Length: Semester, 0.5 Credit**

Concert Choir

High school choir is an opportunity available to any student interested in creating and performing music through song. The choir performs repertoire from a spectrum of periods of musical history, genres, as well as foreign languages. Performance opportunities include concerts, solo and ensemble festivals (at the district and state levels), and also involvement in many other festivals and events. Traveling opportunities are available for those who wish to perform locally as well as across the country. Students are asked to actively participate in fundraising opportunities that help pay for these trips. Grades are based on performance attendance as well as complete and constructive participation during rehearsal. **Length: Semester, 0.5 Credit**

<u>Essential Learning Outcomes</u>

- *Students will:*
    - *generate, develop, and refine artistic work*
    - *analyze, develop, and convey meaning through the presentation of artistic work*
    - *critically interpret intent and meaning in order to evaluate artistic work*
    - *relate prior knowledge and personal experience with music to cultural and historical context*

PHYSICAL EDUCATION and HEALTH

(1.5 Credits Required for PE)

Health

This semester-long course will provide information about all aspects of young adult health. Concepts taught in this course will include: physical, mental/emotional and social health choices and behaviors, strategies for managing stress, conflict management, infectious diseases, balancing healthy food choices and nutrition, and risks associated with the use of alcohol, tobacco, and drug abuse. Further topics discussed and studied will include suicide prevention, maintaining healthy relationships, human growth and development and CPR/First Aid/AED. **Length: Semester 10th Year, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *comprehend concepts related to health promotion and disease prevention to enhance health*
    - *analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors*
    - *demonstrate the ability to access valid information, products, and services to enhance health*
    - *demonstrate the ability to use interpersonal communication skills to enhance health and avoid/reduce health risks*
    - *demonstrate the ability to use decision-making skills to enhance health*
    - *demonstrate the ability to use health enhancing behaviors and avoid/reduce health risks*
    - *demonstrate the ability to advocate for personal, family and community health*

Physical Education

A heavy emphasis is placed on participation in lifetime sports and elective activities. Daily dressing and participation is a requirement. At this grade level, physical awareness, social interaction and decision making is developed to carry over for each student after he/she leaves our school environment. Length: Semester, 0.5 Credit

Essential Learning Outcomes

- *Students will:*
    - demonstrate competency in various physical skills (throw, catch, strike, kick) and movement patterns
    - identify terminology associated with exercise and participation in selected individual performance activities (net games/wall games, target games)
    - use defensive and offensive strategies and tactics effectively in various activities/games

- exhibit procedures/protocols/ respect for others and teamwork while engaging in physical activity
- create, participate in and modify physical activities to meet the need for self-expression and enjoyment

Strength and Conditioning

This weightlifting and fitness class was designed to provide each student an opportunity to continue their knowledge and understanding of strength and fitness training principles. Students will understand the importance of setting goals for personal improvement and achievement through data collection, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle. They will accomplish this by spending 4-5 days a week in the Fitness Center and completing a workout plan that focuses on the 9 areas of fitness(power, agility, coordination, balance, strength, muscular endurance, cardiovascular endurance, flexibility, and speed).

The majority of class activity will be designed and carried out by the individual student under the supervision of the instructor. **Students will follow the program that is provided and be required to log and track their progress on a daily basis.** Students will need to understand, locate, and recall the muscles used throughout each movement and show their understanding of each lift or movement through tests/quizzes/presentations at various times throughout the semester. Individual programs are not permitted as it does not allow for data collection. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - Refine activity specific movement skills in 4 core lifts
  - Identify major muscle groups and give examples as to what lifts work what muscles
  - Use movement concepts and principles to analyze and improve the performance of self or others
  - Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle Demonstrate knowledge of techniques on free weights and resistance training machine
  - Design a fitness program that encompasses all muscle groups (we will use our program, and they are to design one for them to use for post-secondary life)
  - Accept others' ideas, cultural diversity and body types by engaging cooperative and collaborative movements

SCIENCE

3 Credits Required

Anatomy and Physiology

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals. **Suggested Sequence:** Biology 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *understand the functions and structures of the 11 body systems and the directional and regional terminology associated with each system*
    - *understand the anatomical and physiological aspects of the human cell, cell division, and different types of tissues in the human body*
    - *understand the anatomical and physiological aspects of the integumentary system*
    - *understand the anatomical and physiological aspects of the skeletal system*
    - *understand the anatomical and physiological aspects of the muscular system including microanatomy*
    - *understand the anatomical and physiological aspects of the nervous system*
    - *understand the anatomical and physiological aspects of the special senses of the body, including sight, smell, hearing, and taste*
    - *understand the anatomical and physiological aspects of the circulatory system*
    - *understand the anatomical and physiological aspects of the digestive system*
    - *will understand the anatomical and physiological aspects of the reproductive system*
    - *understand diseases, disorders, and ailments of various body systems. They will associate risk factors and explain how these diseases are different from normal system function*
    - *develop and execute scientific experiments to test a theory relating to the functionality of the human body*

Biology 1

This required Biology course is designed to provide information regarding the fundamental concepts of life and life processes. This course includes (but is not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *understand the structure and function of different types of cells, their organelles, and how each contributes to life in various types of organisms*
    - *understand the major components of the human body systems and how they support life in*

humans
- *understand the evolution, structures, and characteristics of prokaryotes and viruses. This includes diseases caused by these organisms and benefits to humanity*
- *understand the evolution, structures, and characteristics of unicellular and multicellular organisms. This includes diseases caused by these organisms and benefits to humanity*
- *understand the process of cellular reproduction and the role of DNA in inheritance*
- *understand the transmission of traits through generations and factors affecting the transmission of traits in a population*
- *understand the need for cells to divide to support life, the necessary steps for completion, and issues associated with improper division*
- *investigate and understand ways that human behavior is changing the living world and leading to new discoveries. There will be a strong emphasis on human impact on biodiversity and the ecosystem*
- *understand the scientific method and how to apply the process to a scientific problem especially through a laboratory investigation*

(AP) Biology 2

There are two options scholars have when taking this course:

Cooperative Academic Partnership Program (CAPP) through UW-Oshkosh: An introduction to the biological sciences. Addresses phenomena common to a diversity of life forms. Biological organization, cell biology, processing energy, genetics, evolution. Students in this course have the opportunity to earn 4 college credits through UW-Oshkosh's Cooperative Academic Partnership Program.

Advanced Placement (AP): Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments and maintaining a laboratory notebook. **Suggested Sequences:** Biology 1 and Chemistry, Zoology, and/or Chemistry. **Length: Year, 1.0 Credit**

<u>Essential Learning Outcomes</u>

- *Students will:*
  - *describe the types of molecules found in all living things, including their structures, function, and interactions*
  - *demonstrate understanding of, and will be able to describe the similarities and differences between different types of cells found in living things and identify the key structures found in all cell types*
  - *demonstrate understanding of the processes that occur in cells such as cell respiration, photosynthesis, mitosis, meiosis, DNA replication, transcription, translation, and gene regulation*
  - *demonstrate understanding of the history and principles of evolution and how they apply at all levels, from macroevolution to speciation*

Botany

Botany and Horticulture is a lab-lecture oriented class that provides an introduction to the classification, relationships, structure and function of plants. Students will also investigate topics such as economic botany, plant evolution and genetics, growing in a controlled environment, plant morphology, propagation techniques, pest identification and management, and careers in the botany and horticulture field. An emphasis on the interdependence between humans and plants will be made as the class progresses. Food labs will be conducted at various times throughout the year to introduce students to new fruits and vegetables as well as variations of familiar ones. Supplemental course materials include graphs, charts, models, videos, maps, dichotomous keys, field guides, and additional activities that increase growth in scientific literacy. **Suggested Sequence**: Biology 1. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *understand the structure and function of plants and how each contributes to the survival of various plant species*
    - *understand the process of energy flow through a biological system with an emphasis on the role of plants in nutrient cycling*
    - *understand the role plants play in the sustainability of an ecosystem and how human interaction alters the role of plants on the planet*
    - *understand how and why plants evolve in various environments on the planet. Differences and likenesses between natural and artificial selection will be investigated*
    - *understand how plants are organized and how to identify them through an understanding of their structural characteristics and environments they occupy*

Chemistry

Chemistry is the study of the composition, properties, and reactions of matter. This course explores atomic structure, electron behavior and configuration, solids, liquids, and gasses, chemical bonds, chemical reactions, formulas, names, balancing equations, acids and bases, and thermodynamics. Students will learn laboratory skills such as safe handling of chemicals, proper use of lab equipment, and measuring with accuracy and precision. **Suggested Sequence:** Algebra 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *gain an understanding of the fundamental properties of matter, atoms, molecules, and the various states of matter using the periodic table*
    - *develop various electron models and analyze activity of electrons to predict properties of atoms and molecules*
    - *identify substances using chemical formulas and predict the products of chemical reactions. Students will write and balance chemical equations to support the claim that atoms and therefore mass is conserved*
    - *use the metric system as it applies to chemical calculations such as density, mole conversions,*

and stoichiometry. Students will apply these skills to communicate scientifically
- *gain a mathematical understanding of the energy and speed of chemical reactions*
- *analyze gasses in terms of variables including pressure, volume, temperature and number of particles. Students will model relationships between these gas variables by constructing particle views*
- *prepare aqueous chemical solutions and analyze in terms of concentration, dilution, solubility, and polarity. Students will apply these skills to acid and base chemistry and calculate the pH of acidic or basic solutions*
- *explain a chemical system at equilibrium and understand how to shift that equilibrium in order to produce more of a desired product*

Current Issues in Science

Students will research and discuss current peer-reviewed studies of emerging science issues and how they impact the daily lives of humans in both a local and global society. Topics will be selected by both the instructor and students and will be focused on a variety of different science sub disciplines with an emphasis on the life sciences. Assessments will include discussions, research papers, and presentations in both a group and individual format. **Suggested Sequence: Earth and Physical Science, Biology. Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Assess how point of view or purpose shapes the content and style of a science text.*
  - *Integrate and evaluate science content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
  - *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
  - *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Physical and Earth Science

Physical and Earth Science students utilize the scientific method to study Physical Science topics such as forces, motion, energy, atomic structure, and matter. They will also learn about Earth Science topics like weather, the atmosphere, natural resources, and sustainability. Students will learn laboratory skills such as measuring using SI, safe handling of chemicals, and proper use of lab equipment.. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *make accurate and precise measurements using the metric system*
  - *solve a problem by constructing a scientific experiment using steps of the scientific method*

- *describe, calculate, and graph the motion of objects*
- *explain and calculate natural phenomena governed by Newton's laws of motion*
- *use mathematical equations to calculate the change in energy due to movement and position. Students will explore the Law of Conservation of Energy and how energy can be converted from one form to another*
- *collect data on and analyze the impact that humans have on the Earth and its systems. Students will assess their way of living in regards to how they impact the environment*
- *classify matter based on chemical and physical properties and understand how matter is conserved during chemical reactions*
- *use the periodic table as a model to predict the relative properties of elements based on patterns*

Environmental Science

Environmental Science examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, students explore the following subjects: photosynthesis, recycling and regeneration, ecosystems, populations, pollution, and conservation of natural resources. **Suggested Sequence:** Biology 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - demonstrate the ability to use scientific skills to perform experiments, identify, and analyze environmental issues.
  - describe the ecological relationships between organisms, both as individuals and in groups, and their biotic and abiotic environment.
  - utilize quantitative factors to describe population dynamics and biodiversity.
  - describe abiotic factors of environmental natural resources.
  - describe and analyze the movement of matter and energy through ecosystems and the biosphere.
  - explain the effect of human influences on earth's natural resources and climate and suggest and evaluate solutions to mitigate those influences.

Food Science

This class is a semester-long course that provides an in-depth look into the fundamental biological, chemical and physical scientific principles associated with the study of foods. Topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food processing, food engineering, food biotechnology, microbiology, product development and sensory evaluation. A combination of lecture and laboratory instruction will be used. There will be a strong emphasis on the relationship between food and the human body, particularly in the area of nutrition. **Suggested Sequence:** Biology 1 and Chemistry. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Understand the molecular and cellular basis for the macromolecules, microorganisms, and tissues that make food and how we use the energy in those macromolecules, including how to quantify such amounts.*
    - *Understand the relationship between food and the ecosystem, and how humans interact with both.*
    - *Understand the cause of foodborne illnesses and how to prevent or lessen the chance of infection.*
    - *Categorize macromolecules, organisms, and tissues, and ingredients in various ways depending on their molecular components and how they interact with the human body.*
    - *Research and design experiments to investigate the production of food, its relationship to the body, and the environment. This includes learning the terminology relevant to these experiments.*

Physics 1

Physics is the study of classical mechanics and dynamics, properties of waves, electricity, and magnetism. The course explores 1- and 2-dimensional kinematics, conservation of energy and momentum, circular motion, the universal law of gravitation, fluid dynamics, waves and vibrations, sound and optics, electricity & magnetism, thermodynamics, and nuclear fusion & fission. **Suggested Sequence:** Algebra 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - Explain how objects and systems have properties such as mass and charge, systems may have an internal structure.
    - Describe fields existing in space and use them to explain interactions.
    - Compare the interactions of an object with other objects and how these interactions can be described by forces.
    - Explain how interactions between systems can result in changes in those systems.
    - Explain how changes that occur as a result of interactions are constrained by conservation laws.
    - Describe how waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
    - Investigate electrical current, magnetism, and the relationship found between electricity and magnetism.
    - Use mathematical relationships to examine the frequency, wavelength, and speed of various types of waves, including light, sound, and the electromagnetic spectrum.

Zoology

Zoology courses provide students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms. These courses

should also help students develop an awareness and understanding of biotic communities through various laboratory activities and animal dissections. **Suggested Sequence:** Biology 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will*
    - *Understand the structural and functional classifications of groups of animals.*
    - *Understand how animals are structurally adapted to their environment and how those adaptations are perpetuated and contribute to survival.*
    - *Understand how animal behavior increases the survival of a species.*
    - *Understand how human activities interact with populations of animals in various ways.*
    - *Understand how groups of animals evolve over time and the mechanisms that drive such evolution.*
    - *Understand how populations of animals interact with each other and their abiotic environment to drive biodiversity trends.*
    - *Carry out dissections on various species to investigate the structure and function of animal anatomy.*
    - *Understand how populations fluctuate and the mechanisms that drive biodiversity trends.*

SOCIAL STUDIES

3 Credit Required

Current Events

Current events is an elective semester course that is offered as a Social Studies credit. The goal of a current events course is for the student to become aware of the major issues of the day and to have an in-depth understanding and appreciation of current events. The focus of the class will be issues that affect the student as a resident of the World, the U.S., Wisconsin, and Blanchardville. The class will follow daily news events and will be expected to understand the social, political and economic issues on a daily basis. The objectives of this course are: to make the connection between current events and history, to enhance the student's understanding of world events and to encourage students to be informed citizens. The course will be offered at the comprehensive level. Students will complete papers and projects on selected current topics. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.*
    - *Construct questions that support the research and identify the sources that will be used in the students' developed research proposal.*
    - *Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.*
    - *Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.*
    - *Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.*
    - *Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).*
    - *Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.*

Global Foods

International Foods will explore international and ethnic foods. The course will explore the unique food traditions based on a country's climate, agriculture, geography, economic standard of living, religion, and festivals. Students will compare the interrelationships between food habits and culture. The students will "tour the world" making a travel log of countries and frequently preparing cultural foods. **Length: Semester, 0.5 Credits**

Essential Learning Outcomes

- *Students will:*
    - *Analyze human movement and population patterns.*
    - *Evaluate the relationship between identity and place.*
    - *Evaluate the relationship between humans and the environment.*
    - *Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.*
    - *Investigate and interpret interactions between individuals and groups*
    - *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.*
    - *Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.*

Government 1

American Government is a semester-long class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material. Emphasis is also given to the dynamics of political decision-making and the degree to which citizens participate in political processes. Satisfactory completion of the course will prepare students to take the state mandated Citizenship Test needed for graduation in Wisconsin. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.*
    - *Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.*
    - *Analyze the foundational ideas of the United States government that are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote general welfare.*
    - *Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.*
    - *Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).*
    - *Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ).*
    - *Evaluate the role of various types of media in elections and functions of government.*
    - *Analyze the effects of a political compromise with major historical impact.*

Government 2 (AP)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. **Length: Year, 1.0 Credits**

Essential Learning Outcomes

- *Students will become proficient in:*
    - connecting political concepts to real life situations
    - explaining the impact and implications of certain U.S. Supreme Court decisions
    - analyzing date to find patterns and trends and draw conclusions
    - reading and analyzing text and visual sources
    - developing a claim or thesis and supporting it in an essay

Psychology

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.*
    - *Construct questions that support the research and identify the sources that will be used in the students' developed research proposal.*
    - *Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.*
    - *Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior*
    - *Use scientific practices, conduct research related to a problem or issue affecting individuals and/or society.*
    - *Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.*

Psychology 2 (AP)

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and

enable students to examine the methods that psychologists use in their science and practice. **Suggested Sequence:** Biology and Psychology. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.*
    - *Construct questions that support the research and identify the sources that will be used in the students' developed research proposal.*
    - *Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.*
    - *Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).*
    - *Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.*
    - *Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior*
    - *Use scientific practices, conduct research related to a problem or issue affecting individuals and/or society.*
    - *Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.*
    - *Understand and become aware of ethnocentrism*

Sociology

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment)*
    - *Critique interpretations of how different cultures interact with their environment*
    - *Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected*
    - *Examine the effects of discrimination on identity.*
    - *Develop skills in research, writing, critical thinking, and problem solving analysis.*
    - *Analyze the extent to which evidence supports or does not support a claim, and if it does not,*

modify the claim appropriately.

(Modern) U.S. History 1

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Relate the past to the present, develop historical thinking, and recognize the interconnectedness of the past to the future.*
  - *Foster an awareness of the individual's responsibility as a national and world citizen.*
  - *Develop powerful study skills, engage in a considerable amount of outside reading, and practice and consistently use higher order thinking skills (notably evaluation, analysis, and synthesis).*
  - *Create a greater awareness of the diversity inherent in the American experience, and to gain an appreciation and understanding for contributions from groups other than the majority.*
  - *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.*
  - *Evaluate how different groups and individuals contributed to the event or cause.*
  - *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives.*
  - *Evaluate how different groups and individuals contributed to the effect.*

U.S. History 2 (AP)

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address critical problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. **Suggested Sequences:** U.S. History 1. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Relate the past to the present, develop historical thinking, and recognize the interconnectedness of the past to the future.*
  - *Foster an awareness of the individual's responsibility as a national and world citizen.*
  - *Develop powerful study skills, engage in a considerable amount of outside reading, and practice and consistently use higher order thinking skills (notably evaluation, analysis, and synthesis).*
  - *Create a greater awareness of the diversity inherent in the American experience, and to gain an appreciation and understanding for contributions from groups other than the majority.*

- *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives.*
- *Evaluate how different groups and individuals contributed to the event or cause.*
- *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives.*
- *Evaluate how different groups and individuals contributed to the effect.*

World Geography

This course provides an interdisciplinary approach to geography. The aim is to relate physical geography to the economic, political, social, historical, and cultural aspects of human activity. The course is intended to provide the student with knowledge about the world's geographic regions and to help the student develop certain basic skills including map reading, the interpretation of geographic charts and diagrams, and the acquisition of the technical vocabulary of geography. **Length: Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Analyze and interpret geographic information, including maps, charts, and graphs, to develop a comprehensive understanding of global patterns and spatial relationships.*
  - *Demonstrate knowledge and vocabulary of key physical and human geography concepts, such as climate systems, landforms, population distribution, cultural diversity, and economic activities, and apply this knowledge to real-world situations.*
  - *Investigate and critically assess the impact of human activities on the environment, exploring topics such as sustainability, resource management, and the consequences of climate change, while proposing potential solutions for mitigating these impacts.*
  - *Analyze geopolitical issues, including the causes and consequences of political conflicts, economic disparities, and social inequalities on a global scale, fostering an understanding of the interconnectedness of nations and regions.*

(Ancient) World History 1

Provides students with a view of human history, starting with the development of humans from their earliest stages, through the development of civilizations up to the Columbian Exchange. Students will study the history of humanity during these time periods, but also developments in politics, economics, society, science, culture and how they all interact with one another. Cultures from around the world will be studied, including both western and non-western societies. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *Develop complex and open-ended questions for research then create a claim to answer their question(s).*
  - *Evaluate the factors (especially religion and culture) that contribute to cooperation and conflict*

among people both within cultures and among world groups. This includes studies of the Aryans of India, major world religions, and various European groups.
- *Understand the influence of the ancient world on modern, Western democracies, and use connections to past events to make predictions about possible outcomes of current events. This includes studies of Athens, Rome, and England with regards to the development of democracy and common law (especially as related to due process and equal protection).*
- *Identify and evaluate the change in technologies throughout history and the impact of those changes on different cultures.SS.BH4.a.h*
- *Describe how place impacts humans and, inversely, how the movement of humans from place to place impacts society over time.*

(Modern) World History 2

Provides students with a view of modern world history, starting with the Columbian Exchange, which marks the beginning of the "modern" period, through the present day. Students will study the effects of industrialization and globalization, and how the world has changed in drastic ways in a short period of time, historically speaking. Students will study historical aspects of the time period as well as political, economic, social, scientific, military, and cultural changes that took place across the globe. Students will also develop their skills as historians through the reading and analysis of various primary sources. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
  - *be able to develop complex and open-ended questions for research then create a claim to answer their question(s).*
  - *be able to cite and explain historical evidence from a wide variety of perspectives and formats to defend their own claim and critique others' conclusions including acknowledging bias that informs each perspective.*
  - *analyze how economic decisions are made and interactions occur among individuals, households, and firms/businesses.*
  - *use historical evidence to determine the causes and effects of various historical events while evaluating how historical context influenced the process.*
  - *develop their skills as historians by evaluating a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and author's point of view.*
  - *study the impact of European imperialism, exploration, and colonization on the Americas, China, India, and Africa.*

World History 3 (AP)

Following the College Board's suggested curriculum designed to parallel college-level World History. Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a "big picture" of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study

of history in this class will be tied back to these themes by utilizing a "SPICE" acronym.

Social--Development and transformation of social structures, Political--State-building, expansion, and conflict, Interaction between humans and the environment, Cultural--Development and interaction of cultures, Economic--Creation, expansion, and interaction of economic systems. Suggested Sequence: World History 1 or 2. **Length: Year, 1.0 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Relate the past to the present, develop historical thinking, and recognize the interconnectedness of the past to the future.*
    - *Foster an awareness of the individual's responsibility as a national and world citizen.*
    - *Develop powerful study skills, engage in a considerable amount of outside reading, and practice and consistently use higher order thinking skills (notably evaluation, analysis, and synthesis).*
    - *Create a greater awareness of the diversity inherent in the American experience, and to gain an appreciation and understanding for contributions from groups other than the majority.*
    - *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals*
    - *contributed to the event or cause.*
    - *Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals*
    - *contributed to the effect.*

MISCELLANEOUS COURSES

Real World Applications

This elective course's primary outcomes are to teach functional skills in academics, daily living, vocational, recreation/leisure and community participation for students of all ages, at their individual ability levels. **Length: 1 Semester, 0.5 Credit**

Essential Learning Outcomes

- *Students will:*
    - *Understand Government basics (Federal, State, Local, voting, etc.)*
    - *Use basic money skills (counting, making change)*
    - *Use basic budgeting skills (checkbooks, balancing a budget)*
    - *Complete basic forms and applications (employment, rent, etc.)*
    - *Utilize important shopping skills (reading coupons, ads, labels, money skills etc.)*
    - *Apply basic self-management techniques (how to manage time, stress)*
    - *Plan and follow nutrition, including how to plan healthy meals*
    - *Follow basic safety tips to use at home and when traveling via public transportation.*

Independent Study-Based Certification Courses:

The following courses are offered to scholars through an online program. These courses are able to feed into multiple pathway options for scholars including: Cybersecurity, Network and System pathways. Courses include:

- IT Fundamentals Pro
- PC Pro
- Network Pro
- Security Pro
- Routing & Switching Pro
- Ethical Hacker Pro
- Linux Pro
- Client Pro
- Server Pro

CyberDefense Pro

Teacher Assistants

Students will apply through the School Counselor, with staff member approval, for a TA position with an adult supervisor at school. Students will be evaluated quarterly for performance and work skills. Tasks may include, but are not limited to, cleaning, lab set-up, peer tutoring, filing, copying. Supervisors may include teachers, support staff, or administrators.Students will be required to keep a weekly log of the tasks they completed as well as a one page reflection prior to the conclusion of the semester. Students are only allowed to serve as a TA for one semester and there can only be one TA per staff member per semester. These positions will be filled on a first come first serve basis. **Length: Semester, 0.25 Credit Pass-Fail**

Work Study Programs

This course is designed to develop a scholar academically, economically, and socially. Through participation in this course, scholars will work with both their employer and Pecatonica High School with communication to include weekly learning logs along with quarterly employer evaluations. **Length: Semester, 0.50 Credit**

Youth Apprenticeships

Youth Apprenticeship (YA) is a specific state-certified, school-supervised work-based learning program, operated by Wisconsin's Department of Workforce Development (DWD). YA integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. All YA Programs include Employability Skills Certification. Some YA Programs may include a DWD-certified PreApprenticeship Program Certification. Students receive a minimum 450 hours in one calendar year for a Level I YA and a minimum 900 hours in two calendar years for a Level II YA. YA students must take one (one full year or two semester courses) credit of related instruction during each year of their YA. Available YA pathways can be found at this link: DPI YA Pathways **Length: Semester, 0.5 Credit, Level 11-12**

Start College Now

Juniors and Seniors who want to begin their post-secondary college coursework may apply for Start College Now. Students may take classes at either a 2 or 4 year college and earn both college and high school credit. If the student's class is approved, the school district will pay for the tuition, books and required materials for the course. Students and families may also qualify for mileage reimbursement from the state. **Students and parents must notify the school board or the counselor by March 1 for a fall semester class and by October 1 for spring semester class.** See counselor for registration form. Grades included in GPA calculations. **Limit 18 credits** Parents/Students will be responsible for costs if a student fails or drops course after deadlines. **Level: 11-12**

Academic Career Plans

CESA 3
COLLABORATION. CREATIVITY. CRITICAL THINKING.
COOPERATIVE EDUCATIONAL SERVICE AGENCY

SRTNC Distance Learning Course Catalog 2023-2024

(Click the above link for more information on available courses)

CollEDGE UP
EARN HIGH SCHOOL AND COLLEGE CREDITS

This educational partnership between CESA 3, Southwest Wisconsin Technical College, and area school districts allows students to earn high school and college credits at a cost as low as $142/credit per student for general education courses. Southwest Tech's tuition is about 45% less per year than in-state tuition at a university!*

Click here for more information!

Middle School

Middle School Art

6th grade art: This is a 9 week course that focuses on drawing, painting, 3-dimensional art, mixed media, as well as art history.

7th grade art: This is a 9 week course that focuses on painting, 3-dimensional art, drawing using specific shading techniques, as well as art history.

8th grade art: This is a 9 week course that focuses on oil and acrylic painting, drawing using specific shading techniques, as well as art history.

Essential Learning Outcomes

- *Students will:*
  - Create
    - *Investigate*: Students will learn the skills and techniques as well as the materials in creating a piece of work and be able to connect their artwork to the elements of art (2-3)
    - *Plan:* Students will come up with an original piece of art through thought and exploration
    - *Make*: Students will experiment with media, tools, and technique to refine their craftsmanship
  - Present
    - *Share:* Students will exhibit their work at one of the following: art show, local cafe, or school hall, library, etc.
  - Respond
    - *Describe:* Students will be able to describe their artwork by using art vocabulary
    - *Evaluate:* Students will be able to evaluate artwork by the goals established for the work
  - Connect
    - *Interdisciplinary:* Students will be able to connect places and cultures to specific pieces of art

Middle School Agriculture

7th Grade Agriculture
8th Grade Agriculture

Middle School English-Language Arts

Middle School ELA includes the study of grammar, written composition, literature, speaking and listening skills as well as academic vocabulary.

6th Grade Units - The reading focus will be on complex character traits, analyzing themes, character relationships, group-related issues, and bringing your life and others' lives into your reading. Writing units will include different types of narratives, argumentative essays, and informational pieces.

Essential Learning Outcomes

- *Students will:*
    - *develop an effective paragraph(s) to communicate different modes of writing.*
    - *analyze the role that setting plays in shaping the characters as well as the relationship between the conflicts characters face and the themes that are developed in the novel.*
    - *analyze a variety of genres and compose a variety of modes of writing by determining purpose.*
    - *compose powerful narratives using a variety of techniques to develop their stories and, more specifically, their characters.*
    - *closely read the text to make logical inferences and develop claims using a variety of modes to write.*
    - *evaluate characters' relationships that pertain to larger social groups and how to understand these issues and become advocates for social change.*
    - *read texts closely to develop claims, find evidence, and compare two texts through the lens of a common theme.*
    - *analyze the text to make connections between the past and the present.*
    - *read nonfiction texts to discern central ideas, summarize to create a concise version of a text, synthesize within and across texts, build vocabulary, grow ideas, and read critically to question the author's point of view and perspective.*
    - *read and analyze of variety of poetry as well as construct their own poems.*
    - *read and analyze a wide variety of sources to develop a big-picture view of a topic, and to discover key points and ideas within a larger topic to create informational pieces of writing.*
    - *apply rules for both spoken and written language to more easily communicate.*

7th Grade Units - The reading focus will be on studying an era, characters and readers coming of age, navigating nonfiction, and researching new topics while thinking critically. Writing units will include different types of narratives, argumentative essays, and informational pieces.

Essential Learning Outcomes

- *Students will:*
    - *develop an effective paragraph(s) to communicate different modes of writing.*
    - *analyze what authors do and how they do it as they create characters, develop theme and readers' relationships with characters.*
    - *analyze a variety of genres and compose a variety of modes of writing by determining purpose.*

- *find fictional possibilities in their true lives to develop characters' motivations and obstacles while drafting and revising to prepare pieces for audiences.*
- *read closely to make logical inferences while understanding the novel's language and euphemisms, analyzing the relationship between power and language, comparing and contrasting the point of view of characters, as well as the way characters' perspectives shift throughout the novel while questioning life's importance.*
- *figure out the protagonist's relationship to the historical conflict, trace how that conflict shapes the character, consider what's inside the protagonist that collides with the conflict, attend to minor characters and missing perspectives, and rethink with the lens of theme.*
- *weigh and evaluate sides of an argument, reasons, and evidence; and rehearse and compose their own positions.*
- *read closely to make logical inferences, analyze characters, formulate claims with evidence about friendship, acceptance, and persistence that drives characters to change over the course of the novel.*
- *read and analyze of variety of poetry as well as construct their own poems.*
- *analyze a text to create a companion novel where students develop a purpose and structure for their novel.*
- *apply rules for both spoken and written language to more easily communicate.*

8th Grade Units - The reading focus will be on research skills, critical literacy, dystopian novels, and literary nonfiction. Writing units will include different types of narratives, argumentative essays, and informational pieces.

Essential Learning Outcomes

- *Students will:*
  - *develop an effective paragraph(s) to communicate different modes of writing.*
  - *build their background knowledge by immersing themselves in various types of texts.*
  - *analyze a variety of genres and compose a variety of modes of writing by determining purpose.*
  - *reflect on their experiences and suggest thematic connections within their writing.*
  - *closely read the text to make logical inferences and develop claims using a variety of modes to write.*
  - *work in clubs to study characters, systemic problems, and the importance of symbolism within dystopian texts.*
  - *channel their emotional response and compose arguments that are fair and principled to address issues.*
  - *analyze the text to make connections between the past and the present.*
  - *read and analyze of variety of poetry as well as construct their own poems.*
  - *analyze themes and author's craft, and write an essay examining their findings.*
  - *apply rules for both spoken and written language to more easily communicate.*
  - *analyze the text, discuss, and write about social injustices.*

Middle School Health

This is a year long course which meets every other day (alternates with PE). Students will be introduced to the dimensions of health-physical, mental/emotional, social, spiritual, intellectual, occupational, financial, environmental, and sexual (human growth and development). The health skills (analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self management and advocacy) are covered multiple times in the different dimensions. Each year of health builds off the previous year.

6th Grade Health

Essential Learning Outcomes

- *Students will:*
  - *comprehend concepts related to health promotion and disease prevention to enhance health.*
  - *analyze the influence of family, peers, culture, media, technology, and other factors on helath behaviors*
  - *demonstrate the ability to access valid information, products, and services to enhance health.*
  - *demonstrate the ability to use interpersonal communication skills to enhance helath and avoid/reduce health risks.*
  - *demonstrate the ability to use decision-making skills to enhance health.*
  - *demonstrate the ability to use goal-setting skills to enhance health.*
  - *demonstrate the ability to use health enhancing behaviors and avoid/reduce health risks.*
  - *demonstrate the ability to advocate for personal, family and community health.*

7th Grade Health

Essential Learning Outcomes

- *Students will:*
  - *comprehend concepts related to health promotion and disease prevention to enhance health.*
  - *analyze the influence of family, peers, culture, media, technology, and other factors on helath behaviors*
  - *demonstrate the ability to access valid information, products, and services to enhance health.*
  - *demonstrate the ability to use interpersonal communication skills to enhance health and avoid/reduce health risks.*
  - *demonstrate the ability to use decision-making skills to enhance health.*
  - *demonstrate the ability to use goal-setting skills to enhance health.*
  - *demonstrate the ability to use health enhancing behaviors and avoid/reduce health risks.*
  - *demonstrate the ability to advocate for personal, family and community health.*

8th Grade Health

Essential Learning Outcomes

- *Students will:*

- *comprehend concepts related to health promotion and disease prevention to enhance health.*
- *analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors*
- *demonstrate the ability to access valid information, products, and services to enhance health.*
- *demonstrate the ability to use interpersonal communication skills to enhance health and avoid/reduce health risks.*
- *demonstrate the ability to use decision-making skills to enhance health.*
- *demonstrate the ability to use goal-setting skills to enhance health.*
- *demonstrate the ability to use health enhancing behaviors and avoid/reduce health risks.*
- *demonstrate the ability to advocate for personal, family and community health.*

Middle School Math

6th Grade Math

The focus of the early chapters of Big Ideas is on numbers, their operations, and their algebraic representations. Later chapters in the series include topics such as integers, functions, and ratios/proportional relationships.

Essential Learning Outcomes

- *Students will:*
  - *understand ratio concepts and use ratio reasoning to solve problems.*
  - *apply and extend previous understandings of multiplication and division to divide fractions by fractions*
  - *flexibly and efficiently compute with multi-digit numbers and find common factors and multiples.*
  - *apply and extend previous understandings of numbers to the system of rational numbers.*
  - *apply and extend previous understandings of arithmetic to algebraic expressions.*
  - *reason about and solve one-variable equations and inequalities.*
  - *represent and analyze quantitative relationships between variables.*
  - *solve real-world and mathematical problems involving area, surface area, and volume.*
  - *develop understanding of statistical variability.*
  - *summarize and describe distributions.*

7th Grade Math

The focus of the early chapters of Big Ideas is on rational numbers, their operations, and their algebraic representations. Later chapters in the series include topics such as equations and functions, geometry, and probability.

Essential Learning Outcomes

- *Students will:*
  - *analyze proportional relationships and use them to solve real world and mathematical problems.*
  - *apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.*

- *use properties of operations to generate equivalent expressions.*
- *solve real-life and mathematical problems using numerical and algebraic expressions and equations.*
- *draw, construct, and describe geometrical figures and describe the relationships between them.*
- *solve real-life and mathematical problems involving angle measure, area, surface area, and volume.*
- *use random sampling to draw inferences about a population.*
- *draw informal comparative inferences about two populations.*
- *investigate chance processes and develop, use, and evaluate probability models.*

8th Grade Math

The focus of the early chapters of Big Ideas is on rational numbers, their operations, solving equations, and graphing/writing linear equations. Later chapters in the series include topics such as properties of triangles, geometric transformations, and data analysis. Some of these topics are introduced early in the course and then integrated and expanded upon throughout the math textbook.

Essential Learning Outcomes

- *Students will:*
  - *know that there are numbers that are not rational, and approximate them by rational numbers.*
  - *understand the connections between proportional relationships, lines, and linear equations.*
  - *analyze and solve linear equations and pairs of simultaneous linear equations.*
  - *define, evaluate, and compare functions.*
  - *use functions to model relationships between quantities.*
  - *understand congruence and similarity using physical models, transparencies, or geometry software.*
  - *understand and apply the Pythagorean Theorem.*
  - *solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.*
  - *investigate patterns of association in bivariate data.*

Middle School Music

Middle School Concert Band

Middle school band is an opportunity available to any student interested in creating and performing music with an instrument. The band performs repertoire along a wide spectrum of periods of musical history, genres, as well as difficulty level. Performance opportunities include parades, concerts, solo and ensemble festivals (at the district and state levels), pep rallies and sporting events, and also involvement in many other festivals and events. Traveling opportunities are available for those who wish to perform locally. Students are asked to actively participate in fundraising opportunities that help pay for these trips. Band students have one-on-one lessons each week to work on concert music, technique, and solos for festivals. Grades are based on performance attendance as well as complete and constructive participation during rehearsal.

Middle School Concert Choir

Middle school choir is an opportunity available to any student interested in creating and performing music through song. The choir performs repertoire from a spectrum of periods of musical history, genres, as well as foreign languages. Performance opportunities include concerts, solo and ensemble festivals (at the district and state levels), and also involvement in many other festivals and events. Traveling opportunities are available for those who wish to perform locally. Students are asked to actively participate in fundraising opportunities that help pay for these trips. Grades are based on performance attendance as well as complete and constructive participation during rehearsal.

Essential Learning Outcomes

- Students will:
    - *generate, develop, and refine artistic work.*
    - *analyze, develop, and convey meaning through the presentation of artistic work.*
    - *critically interpret intent and meaning in order to evaluate artistic work.*
    - *relate prior knowledge and personal experience with music to cultural and historical context.*

General Music:

Students will learn fundamental concepts in music theory such as reading and writing music notation, major and minor scales, music intervals, and key music vocabulary terms such as dynamics, tempo, form, melody, meter, and rhythm. Students will also learn about jazz and its influences on the world.

Essential Learning Outcomes

- Students will:
    - *generate, develop, and refine artistic work.*
    - *analyze, develop, and convey meaning through the presentation of artistic work.*
    - *critically interpret intent and meaning in order to evaluate artistic work.*
    - *relate prior knowledge and personal experience with music to cultural and historical context.*

Middle School Science

6th grade Earth Science: This year-long course focuses on astronomy, fossils and geologic time, minerals and rocks, changes in the earth, natural disasters such as earthquakes and volcanoes, and climate and weather.

Essential Learning Outcomes

- *Students will:*
    - *process how are we connected to the patterns we see in the sky and space.*
    - *develop and use models of the Earth-sun-moon system to describe the cyclic patterns of lunar and solar phases, eclipses, and seasons and describe the role of gravity in the universe.*
    - *analyze and interpret data to determine scale properties of objects in the solar system.*

- *determine what clues can tell us about a planet's past and help predict the future.*
- *explore the fossil and rock records to understand the Earth's age and geologic history.*
- *create models to show movement of the Earth (plate tectonics, seafloor spreading) and geoscience processes (earthquakes, volcanoes).*
- *determine how can the interactions of the air, ocean, and land be used to predict the weather.*
- *use modeling and interpreting data to explain weather and climate patterns.*

7th grade Life Science: This year-long course focuses on microbiology (viruses, bacteria, and protists), ecology, fungi and plants, genetics and evolution, cells and human anatomy.

Essential Learning Outcomes

- *Students will:*
  - *process how do we know that organisms have common ancestry and diversity.*
  - *study the evolutionary history and relationship of living organisms along with embryonic similarities.*
  - *process how can changes in ecosystems affect interacting relationships among organisms in an area.*
  - *analyze ecosystems for competition, interactions and relationships amongst organisms while also studying the flow of energy.*
  - *process how does an organism survive.*
  - *study the cells and body systems of humans focusing on structure and function.*
  - *determine how did you acquire the traits that make you.*
  - *study the laws of inheritance and genetic variation, genes and proteins, and mutations.*

8th grade Physical Science: This year-long course focuses on energy and matter. Energy topics include electrical, sound, light, thermal, and mechanical. Matter topics include states of matter, the periodic table, and chemical reactions.

Essential Learning Outcomes

- *Students will:*
  - *process how are different types of waves used in technology and communication applications.*
  - *explore energy transfer, wave properties, electromagnetic radiation, and sound.*
  - *determine how chemical reactions can be used to describe the law of conservation of mass.*
  - *explore the structure of matter, physical and chemical properties and reactions, and the conservation of mass.*
  - *determine how do forces impact motion in our daily lives*
  - *study the laws of motion and forces such as electric, magnetic, and gravitational.*
  - *process how does the transfer of thermal energy affect different types of matter, and how do kinetic and potential energy interact in a system*
  - *model the transfer of different types of energy.*

Middle School Social Studies

6th Grade - Content: World History (First Civilizations to Roman Empire)

Students will understand how civilizations developed over time by examining how societies preserve order, comparing and contrasting civilizations, and analyzing primary and secondary sources. There will also be a separate geography unit focused on basic map reading skills.

7th Grade - Content: World History (Middle Ages to the Enlightenment)

Students will investigate the development of society by analyzing different forms of government, the effects of geography, the growth and spread of ideas, and the expansion of civilizations. Students will continue to work with primary and secondary sources.

8th Grade - Content: United States History (Colonial America to Civil War)

Students will analyze the rationale behind the founding of the colonies and the creation, expansion, and division of the United States. Students will again continue to analyze primary and secondary sources and have a separate geography unit focused on the 5 Themes of Geography.

Middle School Spanish

This is a 3 year exploratory Spanish program for middle school grades 6, 7 & 8. Each year will include a 45 day quarter and will focus on 3 modes of communication: interpretive, interpersonal, and presentational. Students will learn various thematic units , use basic vocabulary and phrases and interact in limited social situations. Implementation of this program will provide an introduction to the Spanish language and better prepare students for the high school sequence. Students interested in continuing their study of Spanish upon completion of this program will enroll in Spanish 1.

<u>Essential Learning Outcomes</u>

- *Students will:*
    - *(Listening) utilize listening skills to interpret information, draw inferences and formulate opinions while understanding most speech on a familiar topic.*
    - *(Speaking) narrate at an age appropriate level.*
    - *(Reading) with the assistance of cognates, be able to comprehend authentic Hispanic materials.*
    - *(Writing) create writings and written responses based on the topic studied.*
    - *(Culture) gain knowledge of the Spanish speaking world.*

Middle School Technology

Keyboarding (6th Grade)

In this 9-week course, students will learn to touch-type with an end-goal of 30 words per minute. Through various activities within keyboarding, students will learn to navigate Google drive.

Essential Learning Outcomes

- *Students will:*
    - *be able to solve simple coding problems.*
    - *will be able to touch-type at the state standard recommended speed of 30 wpm (5 wpm per grade level).*
    - *be able to effectively and efficiently create, edit and share digital media.*
    - *be able to effectively and efficiently create, edit and share word processing files.*
    - *be able to effectively and efficiently create, edit and share digital media*
    - *be able to effectively and efficiently create, edit and share presentation files.*
    - *be able to effectively and efficiently create, edit and share spreadsheet files.*

Middle School Computers 1

In this 9-week course, students will use Lego EV3 robots to learn the basics of computer programming in a block-based environment along with use of writing, spreadsheet and presentation software.

Essential Learning Outcomes

- *Students will:*
    - *be able to write/run programs using the move steering block, rotations and distance, and sequential commands.*
    - *be able to program the robot to complete various (wide/narrow) turns in both directions and at various rates/speeds using both the move tank and move steering blocks.*
    - *be able to use the wait block to program using the touch sensor and understand when it should be used in various situations.*
    - *be able to program using the ultrasonic sensor using various threshold values to program the robot to run commands when near or far from objects.*
    - *be able to program using the gyro sensor and understand why sensor errors exist and how to correct them*
    - *be able to program using the color sensor to both stop and start movement of the robot.*
    - *understand program flow and how loops and conditional loops can be used to alter the flow.*
    - *be able to use switches and repeat decisions to alter program flow.*
    - *understand how using switches and loops together they are able to provide "continuous" control with rapidly repeated decisions.*

Middle School Computers 2

In this 9-week course, students will learn the basics of computer hardware and networking, html, and 3D modeling/printing along with use of writing, spreadsheet and presentation software.

Essential Learning Outcomes

- *Students will:*
    - *understand the basic parts and purposes of computers and how they work.*
    - *be able to use advanced functions and formulas in spreadsheets.*
    - *understand the structure and be able to create a basic website using html.*
    - *understand basic terminology and be able to create a basic 3D model using sketchup.*
    - *be able to effectively and efficiently create, edit and share digital media.*