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# ACADEMIC HANDBOOK: COURSES BY DEPARTMENT

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Welcome to Whitefish Bay High School - home of the Blue Dukes!

Grounded in the District Focus Plan, our mission at Whitefish Bay High School is to ensure that each student is engaged in an appropriately rigorous academic experience while also fostering a caring, inclusive learning environment that allows them to grow as young adults while they chase their interests and passions. Student voice and choice are critical elements of our work, allowing each learner to align their coursework to an Academic and Career Plan that reflects their individual goals. The Career Planning and Course Guide that follows is designed as a resource for parents/guardians and students as they plan and manage a high school program unique to each learner.

The beginning sections of this guide provide important information related to graduation requirements, pupil services and college admissions. Familiarizing yourself with this section will provide a foundation for building a program. You will then find an explanation of the sixteen career clusters, accompanied by a list of academic and extracurricular options that support increased exposure to learning in each career pathway. Finally, you will see our academic handbook which provides even greater detail into the topics presented within the various courses at Whitefish Bay High School. Use these resources, in tandem with the personal goals outlined through your ACP, to inform course selection. I encourage you to revisit this resource throughout your high school career, as certain sections will become more relevant as you near graduation.

Ultimately, it our goal that the end result of four years at Whitefish Bay High School is marked by considerable academic and personal growth, leaving every door open to our students for their post-secondary and personal pursuits. Students will not only leave college and career eligible, but college and career ready, armed with both the knowledge and skills to thrive in a changing, global society.

Go Dukes!

Amy Levek

Amy Levek
Principal
Whitefish Bay High School
FOCUS PLAN

OUR VISION

The School District of Whitefish Bay, in partnership with families and community, is student-centered with a tradition of educational excellence. We will build upon this tradition by:

- Empowering students with the knowledge, skills, and character necessary to thrive in a changing, global society.
- Respecting the diversity of our students and engaging them as individual learners in an innovative learning community.
- Addressing the needs of the whole child in a caring, inclusive environment.

OUR GOALS & KEY STRATEGIES

Academic Achievement & Engaging 21st Century Learning

Every student will meet or exceed comprehensive learning standards to promote future success within our global society.

1. Develop exemplary, standards-based curriculum and assessment.
2. Develop and implement data-driven, differentiated instruction across all grade levels and subject areas.
3. Develop and implement timely, comprehensive support systems to ensure success for every student.
4. Ensure access to reliable, secure, and sufficiently robust technology infrastructure that facilitates transformational educational practice.

Supportive Environment & Whole Child Development

Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being.

1. Conduct a strengths and needs analysis, including the development of a student feedback process to inform the continuous improvement of a caring, inclusive and culturally responsive environment.
2. Provide professional development for all staff members about nurturing the whole child.

An Exceptional Place to Learn
INTRODUCTION
The Whitefish Bay High School Career Planning and Course Guide describes the policies and guidelines which aid students, parents, and counselors in creating academic and career plans to fulfill graduation requirements and prepare students for life after Whitefish Bay High School.

PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY
It is the policy of the School District of Whitefish Bay that no person shall, on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, medical condition or disease, or physical, mental, emotional, or learning disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program, including Career and Technical Education courses, activity, or employment. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1972, and Title II of the Americans with Disabilities Act.

The district encourages informal resolution of complaints under this policy. Absent such resolution, any complaint regarding the interpretation or application of the district's nondiscrimination policy shall be processed in accordance with the following grievance procedures:

1. Any student, parent/guardian, resident, or employee of the School District complaining of discrimination on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in school programs or activities shall report the complaint, in writing, to the Director of Special Education & Pupil Services. The contact information for the Director of Special Education & Pupil Services is Dr. Stacy Gahan, School District of Whitefish Bay, 1200 E. Fairmount Ave, Whitefish Bay, WI 53217, 414-963-3871, stacy.gahan@wfbschools.com.
   a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a child with exceptional educational needs shall be processed in accordance with established special education appeal procedures. (Chapter 115, Subchapter V, Wis. Stats.)
   b. Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent.

2. The Director of Special Education & Pupil Services will provide a written acknowledgment within twenty (20) days of the receipt of the written complaint. The Director of Special Education & Pupil Services will investigate with the building principal, or other appropriate persons, the facts comprising the alleged discrimination and prepare a written report of the facts. Within fifty (50) days after receiving the complaint, the Director of Special Education & Pupil Services shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievant.

3. If the grievant is dissatisfied with the decision of the Director of Special Education & Pupil Services, he/she may, within five (5) business days of such decision, appeal the decision in writing to the School Board. The School Board shall hear the appeal at its next regular business meeting, or a special meeting may be called for the purpose of hearing the appeal. The school board shall make its decision in writing within ninety (90) days after the School District's receipt of the complaint, unless the parties agree to an extension of time. Copies of the written decision shall be mailed or delivered to the grievant and the Director of Special Education & Pupil Services.

4. If the grievant is dissatisfied with the School Board's decision, he/she may within thirty (30) days appeal the decision in writing to the State Superintendent.

5. Complainants are reminded that appeals may also be made to the Regional Director of the Office of Civil Rights for federal discrimination law violations.

Any questions concerning this policy should be directed to the Director of Special Education and Pupil Services, School District of Whitefish Bay, 1200 E. Fairmount Ave., Whitefish Bay, WI 53217.
EDUCATIONAL PLANNING
Educational program planning is a joint task shared by students, parents, and school personnel. The high school counselors work closely with students and parents to plan each year's schedule of courses as well as a multi-year organization of prospective courses. Planning takes place through student/parent/counselor and student/counselor conferences. Parents should feel free to contact their student's counselor regarding questions relative to course content, scheduling, and graduation requirements. Counselors may be reached via e-mail or by calling 414-963-3990.

GRADUATION REQUIREMENTS
CRITERION 1: Base Requirements
**All students must also pass the civics test as required per the State of Wisconsin.

A. Credit Requirement
All students wishing to obtain a diploma from Whitefish Bay High School are required to earn forty semester credits. One credit equals one semester. Credits must be completed as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>Health/Physical Education 4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>Computer Science - 1 credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Cultural Arts - 2 credits</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Electives - 7 credits</td>
</tr>
<tr>
<td>English 9</td>
<td></td>
<td>English 1 and English 2</td>
</tr>
<tr>
<td>English 10</td>
<td></td>
<td>English 3 and English 4</td>
</tr>
<tr>
<td>English 11</td>
<td></td>
<td>Advanced Composition and one semester literature course</td>
</tr>
<tr>
<td>English 12</td>
<td></td>
<td>Two semester-long literature courses</td>
</tr>
<tr>
<td>Social Studies 9</td>
<td></td>
<td>Global Studies (year-long)</td>
</tr>
<tr>
<td>Social Studies 10</td>
<td></td>
<td>Economics (one semester)</td>
</tr>
<tr>
<td>Social Studies 11</td>
<td></td>
<td>United States History (year-long)</td>
</tr>
<tr>
<td>Social Studies 12</td>
<td></td>
<td>American Government (one semester)</td>
</tr>
<tr>
<td>Physical Education 9</td>
<td></td>
<td>Physical Education 9</td>
</tr>
<tr>
<td>Physical Education 10</td>
<td></td>
<td>Physical Education course (one semester) and Health (one semester)</td>
</tr>
<tr>
<td>Physical Education 11</td>
<td></td>
<td>Physical Education course (one semester)</td>
</tr>
<tr>
<td>Mathematics 9-12</td>
<td></td>
<td>Six credits</td>
</tr>
<tr>
<td>Science 9-12</td>
<td></td>
<td>Biology, Chemistry and Physics</td>
</tr>
<tr>
<td>Computer Science 10-12</td>
<td></td>
<td>One credit (Computer Concepts or Computer Science)</td>
</tr>
<tr>
<td>Cultural Arts 9-12</td>
<td></td>
<td>Two credits in one of the following areas: Art, Drama, Music, Woodworking 1 &amp; 2, or World Languages</td>
</tr>
</tbody>
</table>

Note: Beginning with the class of 2022, Economics will be required in lieu of US History 1 (sophomore year). Beginning with the class of 2023, Health will be required in the sophomore year.
B. Enrollment Requirement
Students wishing to obtain a diploma from Whitefish Bay High School also must have been enrolled in a class or participated in an activity approved by the administration during each class period of each day during high school. See Board Policy 412.1 for further information on full time enrollment.

CRITERION 2: Academic Performance
Students may demonstrate acceptable academic performance by obtaining a cumulative grade point average of C- (1.667) or higher at the conclusion of their high school career. Students who meet Criterion 1 and Criterion 2 will earn a diploma. Students who meet Criterion 1, but not Criterion 2, must meet Criterion 3 to earn a diploma.

CRITERION 3: Graduation Plan Criterion
Collaboration and communication among the school, student and parent/guardian of a student in danger of not graduating are important elements of Criterion 3. Students who have not met Criterion 2 may be eligible to graduate by meeting basic criteria for academic performance, attendance, citizenship, and effort as defined by a Graduation Plan developed in conjunction with a high school administrator, school counselor, the student and the student’s parents and/or guardians. Teacher Rec Team – Policy 345.6.

A student whose records indicate that he or she may be in jeopardy of not graduating shall be sent written notification to that effect.

A Teacher Recommendation Team shall convene no later than two weeks after first semester senior grades have been posted for failure to meet Criterion 2. At this time, an agreement will be drafted that outlines basic expectations for academic performance, attendance, citizenship and effort. The plan will be signed by the student, parent/guardian, and members of the meeting. Prior to graduation, the team will convene once again to determine if the terms of the student's plan have been sufficiently met. If so, Criterion 3 has been met.

Note: (1) Students enrolled in a Board approved alternative education program shall demonstrate completion of Criterion 3 by meeting the graduation-related requirements set forth by that program. (2) Students who have an Individualized Education Plan who need to meet Criterion 3 shall do so by meeting the graduation-related goals set forth therein, and may have curriculum modified to accommodate disabilities.

Students who meet Criterion 1 and 3 will earn a diploma. Students who meet Criterion 1, but not Criterion 3, may appeal to the building principal for a final determination of graduation.

Alternative plans for meeting graduation requirements may be established for non-graduating seniors. Students who do not meet graduation criteria with their graduating class may be eligible to complete credits on a limited basis in accordance with the Board graduation policy to receive a Whitefish Bay High School diploma. Outstanding credits must be completed by age 21.
WFBHS Graduation Requirements (40 Credits min.)

See Policy 345.6

<table>
<thead>
<tr>
<th>Course Planning Sheet</th>
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</thead>
<tbody>
<tr>
<td><strong>English - 8 Credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 9</strong></td>
<td><strong>Grade 10</strong></td>
</tr>
<tr>
<td>English 1</td>
<td>English 3</td>
</tr>
<tr>
<td>English 2</td>
<td>English 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math - 6 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Advanced Geometry/Geometry</td>
</tr>
<tr>
<td>Algebra</td>
<td>Advanced Geometry/Geometry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science - 6 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Chemistry/ChemComm</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry/ChemComm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies - 6 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Studies</td>
<td>Economics</td>
</tr>
<tr>
<td>Global Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE - 4 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 9</td>
<td>Elective PE</td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computers - 1 Credit</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cultural Arts - 2 Credits</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Electives - 7 Credits (Minimum)</th>
<th></th>
</tr>
</thead>
</table>
AWARDING CREDIT & GRADES ON A TRANSCRIPT
High school credits and grade point average earned at another U.S. public or private/parochial high school will be accepted and treated in a manner similar to credits and grade point average earned at Whitefish Bay High School. All grades will be put onto the transcript with the appropriate course name, credit value and weight (for comparable coursework at WFBHS) associated with each grade.
*Note: High school courses completed in middle school will be noted on a high school transcript but will not receive grades or credits toward graduation. If a student transfers from an international high school, full credit will be awarded and Ps will be assigned as grades.

If a student takes an AP/Honors class from another high school that we do not offer, no weight is given from that class on our transcript. When sending to colleges, a transcript from the previous school may need to be sent. It is the student’s responsibility to check college requirements and contact the previous school if needed.

Courses taken by students in home-based private educational programs (i.e. home-schooled) will be recorded on the student’s transcript. Credit will only be recorded that is in compliance with mandates of curriculum requirements for home-based private educational programs under state law or are deemed by the High School Principal to meet the criteria of an elective in the current WFBHS Career Planning and Course Guide. Home-based instruction will be recorded as credit only and given Ps to indicate the earned grade. Home-based grades will not be recorded on the admitting high school transcript. Grades and grade point averages from home-based private educational programs shall not be used in class standing.

All grades from an alternative educational setting will receive a grade of P (pass) and credit will be given toward graduation.

Course Enrollment for Credit Recovery/Enrichment Purposes (including summer school) -
Students who fail a class at WFBHS must retake the class here before alternatives will be offered. Extreme cases of credit deficiency are the exception to this standard. Students wishing to complete courses outside of WFBHS with the intention of transferring credit to WFBHS will need to consult with their counselor. If a student failed a class twice at WFBHS and earns a final mark of at least a C- or 70% in an approved course alternative to the standard WFBHS curriculum, the student will be awarded a P (pass) and receive credit toward graduation. There is no grade replacement option unless the student retakes the same course at WFBHS. If a student enrolls in a course for enrichment purposes, the student will need to obtain approval prior to enrolling in the course. Enrichment credit does not replace WFBHS coursework. Students are strongly encouraged to save transcripts or reports to submit with their college application materials.

Summer education programs for high school students are offered locally, at neighboring schools, and through Milwaukee Public Schools. Whitefish Bay High School does offer a computerized credit recovery program for a limited number of students based on credit deficiency. Nationwide, various college-based summer education programs are available to high school students. Information and registration materials pertaining to summer school options are available through the Counseling Office.

Failing Grade Replacement – If a student repeats a failed course at WFBHS and earns a passing grade in the same course, the original failing grade is replaced with an NG (no grade). If only one semester of a year-long course is failed and the entire course is repeated, the original passing semester grade is also replaced with an NG provided the corresponding repeat grade is passing.
Passing Grade Replacement – If a student earns a D+ or less in a course, the same course may be repeated. The original grade is replaced with an NG (no grade).

Concordia Language Villages Credit Policy - Students who attend the four (4) week Concordia language experience are awarded 1.0 credit for 180 hours of instructions as verified by the Concordia Language Village transcript. The grade for this course will be transferred as pass/fail. *Note: Students who wish to skip a level of language because they have participated in the four-week session must receive pre-approval from the World Language Department and take the final exam of the level they wish to skip and be able to demonstrate proficiency.

Foreign Exchange Program - The Board of Education recognizes the educational value of student foreign exchange programs. Parents/guardians, students, and school counselor must meet prior to a district student’s participation in a foreign exchange program to review plans and verify graduation requirements. All courses taken by a district student as part of a foreign exchange program will be noted on the transcript. Credits received for foreign exchange classes are shown without a grade, using pass/fail, and not included in the student’s cumulative grade point average. Thus, the student returns from an exchange program with the same GPA as when they left. The credits, however, are counted towards meeting the 40 minimum graduation requirement.

OTHER EDUCATIONAL OPTIONS
Early College Credit Program (ECCP) https://dpi.wi.gov/dual-enrollment/eccp- The Early College Credit Program provides an opportunity for high school students to enroll in and complete courses through a UW System institution, or a private, non-profit institution of higher education, to take one or more non-sectarian courses for which the student may earn high school credit, post-secondary credit or both. The deadline for submitting ECCP paperwork is October 1st for spring semester and March 1st for fall semester. Technical colleges are not part of the ECCP; however, a high school pupil may enroll in a class offered by a technical college under the parameters of the technical college program. This program is called Start College Now https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-(formerly-youth-options). Finally, students may open-enroll part time to attend a public school in a non-resident school district for the purposes of taking up to two courses at a time. Application information for the ECCP, technical college enrollment or part-time open-enrollment is available in the Counseling Office or can be found on the Counseling website. Students should consult with their counselor and/or parent/guardian and then receive state/district approval as required. All courses that fall under these educational option designations are graded as a “P” earning one credit on the student’s transcript.

*APPLICATION DEADLINE: Submit the completed application to the Counseling Office by March 1st for fall courses and October 1st for spring courses.

Work-Study Experience - Juniors and seniors may participate in a work experience program for high school elective credit. Students interested in this program should consult with their school counselor. The counselor will assist in the guidelines and establishment of the work experience.

Independent Study - Students wishing to pursue study beyond established curricular offerings may apply for permission to engage in Independent Study for elective credit. The process involves completion of the Independent Study Plan form, and requires parent, supervising teacher, counselor, department chair, and principal approval. Planning for an Independent Study should take place prior to the start of the semester in which the Independent Study will occur. It is expected that the Independent Study will be completed by the end of the semester. Independent Study courses are graded on a pass/fail basis and have no bearing on a student's grade point average. *Note: This does not count towards an exam exemption.
**Teacher/Resource Aide position** - There are times when teachers in the building need and appreciate assistance from upperclassmen (juniors and seniors) in prepping for lessons, laboratories, and/or helping peers one on one. Some examples of aide positions include working with various departments such as: Art, Biology, English, Special Education, and World Language. Aide positions need to be discussed with and approved by the teacher. The student will then work with their counselor to put it in their schedule. Aide positions are graded on a pass/fail basis and awarded one credit per semester. *Note: This does not count towards an exam exemption.

**EARLY GRADUATION PROCEDURES**
Students who have met the graduation requirements may wish to graduate from high school before the end of the traditional eight semesters of attendance. After discussing alternative plans with his or her counselor, a student planning to graduate early must submit a written request for early graduation, including parent signature, to the high school principal prior to the start of the semester the student wishes to graduate. Given principal approval, the student and counselor may then plan accordingly. NOTE: Students who graduate early are not eligible to participate in extra-curricular activities beyond their early graduation date.

**Students who plan to graduate at the end of six semesters**: To be considered a senior, a student must be in the fourth year of attendance; therefore, early graduates will be ranked with other members of the junior class according to their cumulative semester grade point average. They will be eligible for junior awards and honors. However, they are not eligible for senior scholarships or the Academic Excellence scholarship.

**Students who plan to graduate at the end of seven semesters**: Since senior honors are based on seven semesters of high school performance, these students are eligible for senior honors and awards. Those students who wish to attend college during the second semester should be aware that college calendars do not always correspond to the high school's calendar. Special arrangements may have to be made to complete the semester's work before the end of the high school semester. Seventh semester graduates are urged to take part in commencement exercises.

**COURSE SCHEDULE CHANGE PROCEDURE**
Each spring, parents/guardians are asked to approve student course selections for their child. We ask that they do so only after consulting with their son/daughter about appropriate academic choices to help maintain proper balance throughout high school.

Once established, students’ schedules may be changed with staff approval only. Student, parent, counselor, teacher and administrator input may be taken into consideration in responding to schedule change requests. Schedules may change due to class size and balancing purposes.

i. Students have five days from the start of each semester to add a course.
ii. The deadline for students to drop a course, without penalty, for a study hall, is the end of September and/or February (Students may only have one study hall each semester).
iii. Dropping a class beyond September 30th or February 28th will result in an F for that class unless initiated by a WFB staff member.
iv. Changing course levels (ex. Advanced Geometry to Geometry) is made in consultation with student, parent, counselor, teacher and administration input.
ADVANCED PLACEMENT COURSES
The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses and gives them the opportunity to show mastery of advanced material by taking AP Exams. Passing grades earned in Advanced Placement (AP) courses receive an additional grade point. For instance, a student receiving an A in an AP course receives five rather than four grade points (see below for grade point information).

WFBHS offers Advanced Placement courses in the following:
- Art History
- Biology
- Calculus AB/BC
- Calculus III/Physics C - Electricity & Magnetism
- Chemistry
- Computer Science Principles
- Computer Science A - Java
- Economics (Microeconomics/Macroeconomics)
- English Language and Composition
- English Literature and Composition
- Environmental Science
- French
- German
- Music Theory
- Physics C: Mechanics
- Psychology
- Spanish
- Statistics
- Studio Art
- U.S. Government & Politics
- U.S. History

AP courses, sponsored by The College Board, combine challenging college-level curricula and potential college dollar savings. They are becoming more popular throughout the state and the nation, as more and more high school students receive college credit or advanced standing upon successful completion of national Advanced Placement exams in May. A student may sign up for an AP exam without taking a AP course, although it is clear that students who have prepared for the exam in an Advanced Placement class achieve at a much higher level.

GRADING
Grades are issued every quarter, but only semester grades appear on a student’s transcript. If a student has not finished his/her required work by the time that grades are due but, in the opinion of the teacher, deserves more time in which to complete the work, a letter grade of I (for incomplete) will be issued.

At the start of each semester, teachers will clearly communicate course grading policies to students. Students and parents should check with teachers if they are unsure of the basis for grading, such as the grade value of quizzes, tests, projects, papers, discussion, or homework. In order to receive credit for a course, a student must not only earn a passing grade, but must also complete all required work.
Students withdrawing from Whitefish Bay High School before the end of a semester will receive no credit for course work carried during the incomplete semester. When a student withdraws during the first or third quarter, no marks for the semester courses will be recorded on the student transcript. When a student withdraws during the second or fourth quarter, a notation of withdraw/passing or withdraw/failing for each course will be made on the student transcript. Current grades earned, however, will be communicated to the school in which the student is next to be enrolled.

**GRADE POINT INFORMATION**

Grade points are assigned to grades earned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>B</td>
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<td>D-</td>
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</table>

Passing grades earned in Advanced Placement (AP) courses receive an additional grade point. For instance, a student receiving a B in an AP course receives four rather than three grade points. This weighted grading is limited to Whitefish Bay High School AP courses, AP courses completed at a prior high school that are offered at Whitefish Bay High School, and AP courses taken at another high school as a result of students not being able to take the corresponding courses at Whitefish Bay High School.

Honor Roll: 3.0-3.666/High Honor Roll: 3.667 and higher.

**FINAL EXAMINATIONS**

Students are required to complete final exams for each of their classes during the last week of each semester. Teachers will inform students of the time and place exams are to be held. Examination periods run a minimum of 90 minutes, but teachers may allow students to work beyond this time. Students confronted with circumstances that conflict with the established exam schedule should consult with the principal to determine alternative arrangements that may be made.

**PROGRESS REPORTS**

Whitefish Bay High School is committed to keeping students and parents well abreast of students' academic progress. Accordingly, grade book related information, updated at least every three weeks, is available to all students and parents online via Family Access.

**ACADEMIC SUPPORT**

The high school offers several opportunities for academic support. These services include the Individualized Student Help Period (ISHP) that runs daily from 11:55am – 12:24pm. During this time, teachers are available to provide extra help to students. Students may also arrange to get extra help from their teachers during mutually agreeable times such as before or after school. For the first semester of Freshman year, all students are required to attend ISHP 2x/semester.

Students may also receive extra help geared specifically for written composition through the Writing Lab, located in Room 265, where an English teacher is available nearly every period of the day to assist students with their papers. In order to access this service, students need to schedule an appointment in advance.

The Library Media Center is also available each period of the day, as well as during ISHP/Lunch and before and after school. With the assistance of our Library Media Center Specialist, students may use this facility to study, access information both in print and electronic format, and use available computer resources.
The **Learning Center** provides alternative credit earning options, tutoring, study skill instruction and organizational assistance to students at risk of failure. Access to this service is contingent on both counselor and Learning Center teacher approval. Any student may also access the Learning Center on a walk-in basis and during ISHP/lunch.

The **Homework Club** is open to all students in need of assistance with any school related work Monday through Thursday from 3:35pm – 4:15pm in the Learning Center (Room 336).

**Advisory/Homeroom** takes place on a monthly basis. The purpose of Advisory/Homeroom is to address important topics such as personal/social well-being, course planning, safety, and school spirit to name a few.

**COUNSELING SERVICES**

Counseling at Whitefish Bay High School is a comprehensive, developmental program that includes orientation, academic advising, testing, career/interest exploration, assessment, program planning, social/emotional counseling, and post-high school planning. The counseling process begins while students are in eighth grade and continues through their senior year, with each year involving a specific counseling emphasis. Each student is assigned to a counselor who is available for consultation throughout the school year. Counselors collaborate with parents, teachers, administrators and support personnel on student achievement and emotional well-being. When necessary or helpful, the counselors arrange parent conferences, staffings with teachers and/or administrators, referrals, or other services to assist students in need.

Scheduled and unscheduled individual student conferences with the counselors provide opportunities for students to recognize and work through personal and/or educational questions and concerns. Student group conferences are scheduled throughout the school year to provide assistance with future educational and vocational planning and to provide assistance with decision-making skills. Group conferences may also be arranged to assist students in dealing with personal issues and behavior affecting school performance.

The Counseling Department administers a broad and comprehensive standardized testing program designed to assist students to better understand their own strengths and weaknesses and to assist the school in working with students. Counselors also use a program called Naviance throughout a student’s entire career at WFBHS. See below for details.

The Counseling Department hosts several evening meetings throughout the school year. Topics include the eighth grade transition, sophomore year planning, junior year planning and college admissions, and financial aid.

**ADDITIONAL PUPIL SERVICES**

The services of a School Psychologist are available to all students. The most common reasons for referral are social/emotional issues, learning difficulties and/or related problems. The school psychologist is the contact person for any evaluation referrals and/or questions.
NAVIANCE

Naviance is a powerful, comprehensive online program that is used to help students plan and make decisions about college and careers. There are a lot of features that can help guide students through their career and/or post-secondary research. It is a great tool for everything—from personality and career exploration to college searches. Additionally, students can begin to organize for their college applications.

With Naviance you can:

- **Personalize the process:**
  - Keep personal notes on colleges you are considering
  - Keep track of application deadlines
  - Track your transcript requests

- **Research colleges:**
  - Use the college search feature to create a list of colleges that match your criteria
  - View scattergrams comparing your grade point average and standardized test scores to past Whitefish Bay applicants to particular schools
  - Find detailed college data such as size, admissions criteria, deadlines, costs, majors, and activities
  - See the list of college/university representatives coming to visit WFB High School

- Take a personality inventory
- Complete surveys/questionnaires
- Learn about your personality based on the “Do What You Are” inventory
- Learn about your career interests through the Career Interest Profiler and Cluster Finder surveys
- View a list of careers that match your personality type
- Search for scholarships
COLLEGE ADMISSION CONSIDERATIONS

Given that over ninety percent of Whitefish Bay High School graduates plan to go on to college, it is very important that students and parents consider early on the general requirements for college admission. One cannot state that a particular pattern of preparation will invariably meet admission requirements at any one college, but it can be assumed that a four-year, comprehensive program in the core academic subject areas (see below) will meet most college admission requirements. Students should check with their counselors for admission requirements of specific colleges and universities.

- 4 years of English
- 3 to 4 years of math
- 3 to 4 years of science
- 3 to 4 years of social Studies

To keep career options open, and because colleges value a breadth of educational experience, students are encouraged to take advantage of elective course offerings in the areas of Art, Business, Computer Science, Engineering/Design, Music, Theater and World Language. In addition, students are encouraged to become involved in some aspect of the school's extra-curricular program. Many colleges view depth of commitment to these experiences as an important factor in arriving at a decision on college admission.

Factors considered in the admission process are grades earned, the degree of rigor associated with high school courses taken, performance on college entrance tests, student essays, community service, and special talents in areas such as art, music, drama or athletics. In many instances, colleges give additional consideration to letters of recommendation and high school reputation.

COLLEGE ENTRANCE TESTS

College entrance tests are given by two testing agencies. The College Board administers the PSAT/NMSQT (Pre-Scholastic Aptitude Test/National Merit Scholarship Qualifying Test), SAT, SAT Subject Tests, and Advanced Placement Exams. The ACT Program administers the Aspire and ACT with Writing. Detailed information concerning these tests is provided to students as part of the college counseling program.

STANDARDIZED TESTS

1. ASPIRE 9 test: First pre-test in the ACT series – taken spring of 9th grade
2. ASPIRE 10 test: Second pre-test in the ACT series – taken spring of 10th grade
3. WI Forward Social Studies Assessment Grade 10 – taken spring of 10th grade
4. ACT with Writing – Final tests in the ACT series Grade 11 – taken late Feb./March of 11th grade (state required and college reportable scores)
5. PSAT/NMSQT (National Merit Scholarship Qualifying Test): Pre-test for the SAT (Grade 11) – optional (taken in the fall)
6. SAT: Grades 11 or 12 – Dates vary: September-June
7. ACT: Grades 11 or 12 – Dates vary: September-June
8. Advanced Placement Exams (AP): Grades 10, 11, or 12 – administered in the first 2 weeks of May
9. Civics Exam – Graduation requirement (during American Government senior year)
FINANCIAL AID
Financial aid for higher education, based on financial need, is available to students who qualify. Usually this aid comes to qualified students through government loans and grants and college financial aid funds. Information for financial aid is available through the Counseling Office.

SCHOLARSHIPS
Scholarship opportunities for higher education are available through various sources for qualified students. Scholarships are usually based on exceptional academic achievement or exceptional achievement in specialty areas such as art, athletics, music, and drama. Information about scholarship opportunities is provided to students via the daily announcements, emails sent home, and/or directly to students by counselors via Naviance.

THE WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP
Academic Excellence Scholarships (AES) are awarded to Wisconsin high school seniors who have the highest grade point average in each public and private high school throughout the State of Wisconsin.

The number of scholarships each high school is eligible for is based on total student enrollment grades 9-12. In order to receive a scholarship, a student must be enrolled on a full-time basis by September 30th of the academic year following the academic year in which he or she was designated as a scholar, at a participating University of Wisconsin, Wisconsin Technical College, or independent institution in the state. The value of the scholarship is $2,250 per year, to be applied towards tuition. Half of the scholarship is funded by the state, while the other half is matched by the institution. Eligibility must not exceed 8 semesters.

THE WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP
Technical Excellence Scholarships (TES) are to be awarded by the State of Wisconsin to Wisconsin high school seniors who have the highest demonstrated level of proficiency in technical education subjects.

The new TES scholarship program began awarding scholarships in the 2015-2016 college academic year. The scholarships are only for use at a school within the Wisconsin Technical College System (WTCS) located within the state. The value of the scholarship is up to $2,250 per year, to be applied towards tuition for six semesters.

HONOR 10
Students who earn the top 10 grade point averages among their graduating class after seven semesters will be recognized in the Honor 10. To be eligible for the Honor 10, students must have been enrolled in WFBHS as a full-time student for at least four semesters of eligible coursework (by spring semester of the sophomore year). The protocol aligns with eligibility for the WI Academic Excellence Award. The designation of valedictorian and salutatorian will be given to the two students with the highest GPAs in their class who meet the above criteria.
FOUR YEAR ACADEMIC COLLEGE AND CAREER PLANNING GUIDE

The Whitefish Bay High School counselors have developed a four year plan to empower students to discover their own personal values and goals. With the integration of Naviance into the core curriculum of the college and career program, students have the opportunity to do an abundance of exploration and research.

Eighth Grade (Incoming Freshmen)
The high school counselors meet with the eighth grade students and their parents/guardians in spring before their freshman year of high school. The purpose of the meeting is for the counselor to meet their incoming student, discuss their courses for freshman year, and get to know them on a personal level.

Freshman Year: Self Exploration
All freshman students spend one period with the counselors in the computer lab. This is arranged through their global studies classes. The focus of the unit is self-exploration. Students will be asked to complete a Myers-Briggs Type Personality Assessment called Do What You Are. Students reflect on their strengths and how that might relate to a potential career. Counselors reiterate the array of options beyond high school (two/four year and technical colleges and universities, military, world of work, gap year, etc.).

Other agenda items for completion:
4 year academic/course plan
Set one academic goal and one personal goal using My Planner

Sophomore Year: Career Exploration
In the spring, all sophomores spend a period in the computer lab completing the Career Interest Profiler—a career interest survey about interest in types of work activities. The results will be used to explore suggested occupations, examine the education, training, and skills required (and where to obtain them) as well as wages typical for these occupations. Students are exposed to the 16 national career clusters.

Other agenda items for completion:
Update 4 year plan/personal goals
Begin creating resume
Complete Part 1 of Game Plan Survey

Junior Year: Post-Secondary Options Exploration
In the fall, juniors and their parents are invited to attend Junior Parent Information Night where they receive information related to courses, colleges, careers, and a demonstration of Naviance. In October, all juniors come to the computer lab through their history classes. Students follow along as the counselors show them how to do an advanced college search activities on Naviance. They are then instructed to complete the Cluster Finder for their career activity and Game Plan survey. Between November and March, juniors are invited to attend the junior conference which is an hour long meeting with their counselor. In this meeting, we review the student’s transcript, standardized test scores,
college and career goals/plans, perspective college choices, the Cluster Finder and Game Plan. Students are strongly encouraged to continue researching post-secondary options and possibilities throughout the school year and over the summer.

Other agenda items for completion:
* Update 4 year plan/personal goals
* Explore careers and clusters (use information from favorite careers and clusters and Career Interest Profiler)
* Complete More About Me survey

**Senior Year: On the Road to Post-Secondary Options**

In early September, the counselors meet with all of the seniors during their study periods or ISHP/lunch time. Seniors receive follow up information regarding their Naviance account, how to request letters of recommendation, timeline and process of college applications, sign up for visits with college representatives, standardized testing, and college essays. Counselors encourage students to bring in their completed applications to be reviewed for submission. During the fall semester, a financial aid workshop is offered for seniors and their parents in the North Shore area. In January, seniors work with counselors on mid-year reports, as needed. Counselors are available to guide students on each phase of the college application process and their transition to college.

Towards the end of May, the Counseling Department hosts a student forum called *Beyond the Bay: A Student Forum on the College Application Process*. A panel of current Bay seniors will be on hand to answer questions from underclassmen and talk about their experiences applying to college. The panelists will be attending a diverse array of schools, from small liberal arts colleges to large state universities. Each student's advice and perspective will hopefully create a fuller picture of the process, dispelling myths as well as providing insight. All grade levels are invited.

In addition, the Counseling Department hosts an alumni forum called *Beyond the Bay: Perspectives from Alumni* (also towards the end of May). The panel is comprised of former WFBHS alumni that are currently in college to discuss their journeys. Topics will include but are not limited to: tips/advice on college selection, deciding on courses and majors, financial planning, study abroad opportunities, dorm life, friends, culture, decision-making, time management, study skills, etc. All grade levels are invited.

Other agenda items for completion:
* Post-secondary applications
* Scholarships
* Complete Graduation Exit survey

* Students are encouraged to set up individual meetings with their counselor for further help and advising as needed with the college search process and post-high school planning.
GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE PROGRAM

The Global Education Academic Certificate program, authorized through Wisconsin’s Department of Public Instruction, is open to graduating high school students who want to learn more about cultures within our global community. Students who received the certificate have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies. Whitefish Bay High School students who wish to obtain their Global Education Achievement Certificate and be recognized as a Global Scholar must fulfill the following four graduation requirements:

**Part 1: Course Work**

- Students must complete at least 4 years in a single world language (French, German, or Spanish).
- Students must complete at least 4 credits of coursework with a global focus, which may include:

<table>
<thead>
<tr>
<th>Science</th>
<th>Environmental Science &amp; AP Environmental Science</th>
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<tbody>
<tr>
<td>World Geography/Cultures</td>
<td>World Cultures, Contemporary Issues</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Global Studies</td>
</tr>
<tr>
<td>Literature</td>
<td>World Literature, British Literature, Modern Thought</td>
</tr>
<tr>
<td>Music, Drama, and Visual Arts</td>
<td>World Drumming, AP Art History</td>
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</tbody>
</table>

**Part 2: Cultural Literacy**

Each student seeking this certificate shall complete independent reviews/reflection on at least eight (8) works of international/cultural media, including at least four books (fiction and non-fiction). Other international/cultural media may include films, music, and art exhibitions. Students may elect to read books from a recommended reading list or other works (including newly released works) with prior approval at the district level.

The counseling and administration team will serve to determine the criteria for reviews and reflections and how student works will be evaluated.

**Part 3: Co-Curricular and Other School-Sponsored Activities**

Each student seeking this certificate shall demonstrate interest in global citizenship through active participation and leadership in at least four (4) co-curricular and other school-sponsored or endorsed activities in grades 9-12. These may include participating in:
- International exchange program as an exchange student and/or host.
- Travel abroad program, mission trips.
- Regular, direct engagement with individuals from other countries/cultures (e.g. pen pals, Skype)
- Clubs and activities such as Model UN, AFS Club.
- Lectures on international topics and/or speakers in the community and/or college/university.
- Ask your counselor if you have any other ideas.

**Part 4: Community Service**

Each student shall complete a global/cross-cultural public service project, involving at least twenty (20) hours of work, connected to a global community (different from his/her own) or to a global issue. This project may include raising awareness about a global issue, fundraising for an international nonprofit service agency/organization, working on an international project with Returned Peace Corps Volunteers, Rotary, or other Service Club, tutoring a child who is an English language learner, or volunteering with a cultural/linguistic group in the community. Each student shall present a project proposal to the Global Scholars Coordinator, create a Google Slideshow of the project, and submit a summary report detailing the successful completion of the project.

Please visit the website for further details and application: [www.globalwisconsin.org](http://www.globalwisconsin.org).
Courses of Study/Career Pathways and Career Clusters
Whitefish Bay High School offers advising and course opportunities to develop awareness of skills for future careers. The following pages explain Career Clusters and the pathways one can take within each cluster. They are designed to help students develop a coherent sequence of preparation for college and careers. Utilizing the 16 Career Clusters, students can identify pathways from high school to two- and four-year colleges, graduate school or directly into the workforce. You can find more information about the Career Clusters and their pathways at: http://www.wicareerpathways.org/. On the following pages, you will find courses recommended for each cluster. Many courses require prerequisites - please see the course description guide to help determine the proper sequencing. The courses are recommendations only and are not intended to direct students away from areas of interest including art, music, theater/drama, engineering/tech ed, etc. These recommendations are broad in order to match each career cluster, but not all courses are required for each occupation in that cluster. For more information about career choices and relevant courses, see your counselor. **REQUIRED COURSES ARE NOT LISTED ON THE CAREER PATHWAYS PAGES BECAUSE ALL STUDENTS WILL NEED TO TAKE THEM TO FULFILL GRADUATION REQUIREMENTS.** (Source: Wisconsin Career Pathways. The Sixteen Career Clusters. www.wicareerpathways.org)

<table>
<thead>
<tr>
<th>The Sixteen Career Clusters</th>
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<tbody>
<tr>
<td><strong>Agriculture, Food &amp; Natural Resources</strong></td>
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<tr>
<td><strong>Architecture &amp; Construction</strong></td>
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<tr>
<td><strong>Arts, A/V Technology &amp; Communications</strong></td>
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<tr>
<td><strong>Business, Management &amp; Administration</strong></td>
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<td><strong>Education &amp; Training</strong></td>
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<tr>
<td><strong>Finance</strong></td>
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<td><strong>Government &amp; Public Administration</strong></td>
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<tr>
<td>Area</td>
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<tr>
<td>Health Science</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
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<tr>
<td>Human Services</td>
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<tr>
<td>Law, Public Safety, Corrections &amp; Security</td>
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<tr>
<td>Manufacturing</td>
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<tr>
<td>Marketing, Sales &amp; Service</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
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<tr>
<td>Transportation, Distribution &amp; Logistics</td>
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</table>
Agriculture in Wisconsin includes science, marketing, service, production, supply, processing, and preservation of the food supply, plants, animals and natural resources. This area employs over 12 percent of Wisconsin’s workforce.

INTERESTS AND ABILITIES

Animals
- Working with sick or injured animals
- Working with companion animals like dogs and cats
- Working with unique species such as fish for food
- A medical field
- Marine biology

Plants
- Caring for plants in your home or yard
- Designing landscapes for homes or businesses
- Developing new plants or modifying existing ones
- What plants need to grow successfully

Natural Resources
- Native fish and their aquatic habits
- Forest ecosystems
- Preservation of endangered species
- Wolves and whitetails in Wisconsin

Foods
- What makes bread rise and soda fizz
- Being a food scientist
- Designing new food and flavors
- How science is used to process your food

PATHWAYS IN THIS CLUSTER
- Food Products and Processing Systems
- Plant Systems
- Animal Systems
- Power, Structural & Technical Systems
- Natural Resource Systems
- Environmental Service Systems
- Agribusiness Systems

Recommended Courses for this Cluster:

| Accounting | AP Environmental Science |
| Human Body Systems | AP Statistics |
| AP Biology | Business Law |
| AP Calculus AB/BC | Chemistry |
| AP Chemistry | Engineering |
| AP Economics | Environmental Science |
| Physics | Statistics |
| | World Languages |
Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Role</th>
<th>Role</th>
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<tbody>
<tr>
<td>Bee Keeper</td>
<td>Landscape Laborer</td>
<td>Pet Shop Worker</td>
</tr>
<tr>
<td>Crop Sprayer</td>
<td>Logger</td>
<td>Stable Worker</td>
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<tr>
<td>Farm Worker</td>
<td>Nursery Worker</td>
<td>Vet Hospital Worker</td>
</tr>
<tr>
<td>Fisherman</td>
<td>Pet Groomer</td>
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</table>

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

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<tr>
<th>Role</th>
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<th>Role</th>
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<tbody>
<tr>
<td>Animal Control Officer</td>
<td>Ferrier</td>
<td>Horticultrist</td>
</tr>
<tr>
<td>Animal Nutritionist</td>
<td>Fish &amp; Game Officer</td>
<td>Landscape Designer</td>
</tr>
<tr>
<td>Arborist</td>
<td>Forestry Technician</td>
<td>Quality Food Control Specialist</td>
</tr>
<tr>
<td>Bio-Tech Lab Technician</td>
<td>Genetic Technologist</td>
<td>Turf Manager</td>
</tr>
<tr>
<td>Cheese Maker</td>
<td>Golf Course Manager</td>
<td>Veterinary Technician</td>
</tr>
<tr>
<td>Crop &amp;/or Animal Farmer</td>
<td>Greenhouse Manager</td>
<td>Waste Water Technician</td>
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<tr>
<td>Environmental Technician</td>
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BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*

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<thead>
<tr>
<th>Role</th>
<th>Role</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Agriculture Banker</td>
<td>Botanist</td>
<td>Plant Pathologist</td>
</tr>
<tr>
<td>Agricultural Commodities Broker</td>
<td>Entomologist</td>
<td>Soil Geologist</td>
</tr>
<tr>
<td>Agricultural Economist</td>
<td>Food Scientist</td>
<td>Soil Scientist</td>
</tr>
<tr>
<td>Agricultural Educator</td>
<td>Forester</td>
<td>Toxicologist</td>
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<tr>
<td>Agricultural Engineer</td>
<td>Game Warden</td>
<td>USDA Inspector</td>
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<tr>
<td>Agri. Sales &amp; Communications</td>
<td>Geneticist</td>
<td>Veterinarian</td>
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<tr>
<td>Animal Psychologist</td>
<td>Greenhouse Operator</td>
<td>Wild Life Biologist</td>
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<tr>
<td>Animal Scientist</td>
<td>Landscape Architect</td>
<td>Zoologist</td>
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<tr>
<td>Biochemist</td>
<td>Marine Biologist</td>
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Related Co-Curricular, Student Organizations & Activities:

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<thead>
<tr>
<th>Organization</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Athletics</td>
<td>E.A.R.T.H (Environmental Action Requiring Teen Hands)</td>
</tr>
<tr>
<td>Bay Gives Back</td>
<td>SMART Team</td>
</tr>
<tr>
<td>Robotics</td>
<td>Teton Science School</td>
</tr>
<tr>
<td>Science Team</td>
<td>Chemistry Club</td>
</tr>
</tbody>
</table>
INTERESTS & ABILITIES

Activities that describe what I like to do:
- Read and follow blueprints and/or instructions.
- Picture a finished product in my mind.

Work with my hands:
- Perform work that requires precise results.
- Solve technical problems.
- Visit and learn from beautiful, historic, or interesting buildings.
- Follow logical, step-by-step procedures.

Personal qualities that describe me:
- Curious
- Good at following directions
- Pay attention to detail
- Good at visualizing possibilities
- Patient and persistent

School subjects that I like:
- Math
- Drafting
- Physical Sciences
- Construction Trades
- Electrical Trades
- Technology Education

PATHWAYS IN THIS CLUSTER
- Design/Pre-Construction
- Construction
- Maintenance/Operations

Recommended Courses for this Cluster:

<table>
<thead>
<tr>
<th>AP Calculus AB/BC</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Economics</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Statistics</td>
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<tr>
<td>AP Physics</td>
<td>World Languages</td>
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<tr>
<td>AP Statistics</td>
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<tr>
<td>Business Law</td>
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<tr>
<td>Chemistry</td>
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</tr>
<tr>
<td>Environmental Science</td>
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</tbody>
</table>
Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*
- Construction Laborer
- Construction Worker Helper
- Fence Builder
- Highway Maintenance Worker

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*
- Air Conditioning Technician: Electrician
- Architectural Drafter: Glazier
- Bricklayer: Pipe Fitter
- Carpenter: Plasterer
- Cement Mason: Plumber
- Drywall Installer: Tile Setter

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*
- Architect: Electrical Engineer
- Building Contractor: Grounds Supervisor
- C.A.D. Designer: Interior Design
- Civil Engineer: Landscape Architect
- Cost Estimator

Related Co-Curricular, Student Organizations & Activities:
- Bay Gives Back
- Math Team
- Stage Crew
- Robotics
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services

INTERTES & ABILITIES

Activities that describe what I like to do:
☐ Use my imagination to communicate new information to others.
☐ Perform in front of others.
☐ Read and write.
☐ Play a musical instrument.
☐ Perform creative, artistic activities.
☐ Use video and recording technology.
☐ Design brochures and posters.

Personal qualities that describe me:
☐ Creative and imaginative
☐ Good communicator/good vocabulary
☐ Curious about new technology
☐ Relate well to feelings and thoughts of others
☐ Determined/tenacious

School subjects that I like:
☐ Art/Graphic design
☐ Music
☐ Speech and Drama
☐ Journalism/Literature
☐ Audiovisual Technologies

PATHWAYS IN THIS CLUSTER
☐ Audio and Video Technology and Film
☐ Printing Technology
☐ Visual Arts
☐ Performing Arts
☐ Journalism and Broadcasting
☐ Telecommunications

Recommended Courses for this Cluster:

<table>
<thead>
<tr>
<th>AP Computer Science</th>
<th>Computer Science</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Comp.</td>
<td>Choir</td>
<td></td>
</tr>
<tr>
<td>AP Literature &amp; Comp.</td>
<td>Video Production</td>
<td></td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>2D Design</td>
<td></td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>Graphic Design</td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>Orchestra</td>
<td>Exploration of Theater Production</td>
<td></td>
</tr>
</tbody>
</table>
# Career Options

## FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Floral Designer</th>
<th>Musician</th>
<th>Proofreader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Stylist</td>
<td>Photographer</td>
<td>Sign Designer/Painter</td>
</tr>
<tr>
<td>Mural Painter</td>
<td>Pre-Press</td>
<td>Stained Glass</td>
</tr>
</tbody>
</table>

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

<table>
<thead>
<tr>
<th>Animator</th>
<th>Potter</th>
<th>Prepress Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookbinder</td>
<td>Prepress Technician</td>
<td>Printing Press Operator</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Public Relations Manager</td>
<td>Recording Technician</td>
</tr>
<tr>
<td>Caption Writer</td>
<td>Communications Line Maintainers</td>
<td>Sign Painter</td>
</tr>
<tr>
<td>Craft Artist</td>
<td>Graphic Designer</td>
<td>Taxidermist</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

<table>
<thead>
<tr>
<th>Architect</th>
<th>Copy Editor</th>
<th>Journalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist/Musician</td>
<td>Dancer</td>
<td>Potter</td>
</tr>
<tr>
<td>Art Professor</td>
<td>Graphic Designer</td>
<td>Reporter</td>
</tr>
<tr>
<td>Art Teacher</td>
<td>Illustrator</td>
<td>Set Designers</td>
</tr>
<tr>
<td>Art Therapist</td>
<td>Interior Decorator</td>
<td>Videographer</td>
</tr>
<tr>
<td>Cinematographer</td>
<td>Jeweler</td>
<td></td>
</tr>
<tr>
<td>Composer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Related Co-Curricular, Student Organizations & Activities:

<table>
<thead>
<tr>
<th>3D Animations Club</th>
<th>Debate Team</th>
<th>Tower Times Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>Fall/Spring Play</td>
<td>Tower Times Yearbook</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Forensics</td>
<td></td>
</tr>
<tr>
<td>Choir</td>
<td>Jazz Band</td>
<td></td>
</tr>
<tr>
<td>Stage Crew</td>
<td>Musical</td>
<td></td>
</tr>
<tr>
<td>Dance Team</td>
<td>Student Council</td>
<td></td>
</tr>
<tr>
<td>Drama Club</td>
<td>Art Club</td>
<td></td>
</tr>
</tbody>
</table>
**Business Management and Administration**

Careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

**INTERESTS & ABILITIES**

Activities that describe what I like to do:
- Perform routine, organized activities but can be flexible.
- Work with numbers and detailed information.
- Be the leader in a group.
- Make business contact with people.
- Work with computer programs.
- Create reports and communicate ideas.
- Plan my work and follow instructions without close supervision.

Personal qualities that describe me:
- Organized
- Practical and logical
- Patient
- Tactful
- Responsible

School subjects that I like:
- Computer Applications/Business and Information Technology
- Accounting
- Math
- English
- Economics

**PATHWAYS IN THIS CLUSTER**
- General Management
- Business Information Management
- Human Resources
- Operations Management
- Administration Services

**Recommended Courses for this Cluster:**

- Accounting
- AP Calculus AB/BC
- AP Computer Science
- AP Economics
- AP Statistics
- Algebra 2 and/or Advanced Algebra 2/Trigonometry
- Business Law
- Marketing
- Pre-Calculus
- Psychology
- Statistics
- World Languages
# Career Options

## FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Bank Teller</th>
<th>Mail Clerk</th>
<th>Sales Clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterer</td>
<td>Meter Reader</td>
<td>Telephone Operator</td>
</tr>
<tr>
<td>File Clerk</td>
<td>Receptionist</td>
<td>Typist</td>
</tr>
</tbody>
</table>

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Court Reporter</th>
<th>Small Business Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Kennel Operator</td>
<td>Stenographer</td>
</tr>
<tr>
<td>Computer Operator</td>
<td></td>
<td>Tax Preparer</td>
</tr>
</tbody>
</table>

## BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*

<table>
<thead>
<tr>
<th>Advertising Manager</th>
<th>Human Resource Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Director</td>
<td>Marketing Manager</td>
</tr>
<tr>
<td>Business and Industry Consultant</td>
<td>Sales Representative</td>
</tr>
<tr>
<td>Health Care Administrator</td>
<td>Theater Manager</td>
</tr>
</tbody>
</table>

## Related Co-Curricular, Student Organizations & Activities:

<table>
<thead>
<tr>
<th>Business Club</th>
<th>Investment Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate Team</td>
<td>Student Council</td>
</tr>
<tr>
<td>Forensics</td>
<td>World Language Clubs</td>
</tr>
<tr>
<td>Gender/Sexuality Alliance (GSA)</td>
<td>Health Club</td>
</tr>
<tr>
<td>HOSA</td>
<td>Math Team</td>
</tr>
</tbody>
</table>
INTERESTS & ABILITIES

Activities that describe what I like to do:
- Communicate with different types of people.
- Help others with their homework or to learn new things.
- Go to school.
- Direct and plan activities for others.
- Handle several responsibilities at once.
- Acquire new information.
- Help people overcome their challenges.

Personal qualities that describe me:
- Friendly
- Decision maker
- Helpful
- Innovative/Inquisitive
- Good listener

School subjects that I like:
- Language Arts
- Social Studies
- Math
- Science
- Psychology

PATHWAYS IN THIS CLUSTER
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

*Students interested in secondary education should take as many relevant courses in the area in which they wish to teach. For example, if you are interested in teaching history, take a wide variety of social studies courses/art teacher- take all art courses.

*Education majors should consider volunteering at the elementary/middle school level in the 11th/12th grade year.

Recommended Courses for this Cluster:

- Any of the offered AP courses
- Statistics
- Leadership for Social Justice
- Pre-calculus
- Psychology
- World Cultures
- World Languages
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

Aerobics Instructor
Child Care Assistant
Dance Teacher
Library Assistant
Self-Enrichment Teacher

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

Preschool Teacher
Teacher Assistant
Sign Language Interpreter

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

Agri-Science Instructor  Kindergarten Teacher
Apprenticeship Consultant  School Psychologist
Bilingual Educator  Secondary School Teacher
Educational Administrator  Teacher of the Blind
Elementary School Teacher  University Researcher
Instructional Coordinator  Vocational Education Teacher

Related Co-Curricular, Student Organizations & Activities:

Bay Gives Back  REDgen
Best Buddies  World Language Clubs
Dance Team  Yearbook
Student Council  Big Buddy/Little Buddy
Planning, services for financial and investment planning, banking, insurance, and business financial management

INTERESTS & ABILITIES

Activities that describe what I like to do:
- Work with numbers.
- Work to meet a deadline.
- Make predictions based on existing facts.
- Have a framework of rules by which to operate.
- Analyze financial information and interpret it to others.
- Handle money with accuracy and reliability.
- Take pride in the way I dress and look.

Personal qualities that describe me:
- Trustworthy
- Orderly
- Self-confident
- Logical
- Methodical or efficient

School subjects that I like:
- Accounting
- Math
- Economics
- Banking/Financial Services
- Business Law

PATHWAYS IN THIS CLUSTER
- Securities & Investments
- Business Finance
- Banking Services
- Accounting
- Insurance

Recommended Courses for this Cluster:
- Accounting
- Algebra 2/Advanced Algebra 2/Trigonometry
- Business Law
- Introduction to Business
- Marketing
- Personal Finance
- Psychology/AP Psychology
- Statistics
- Economics/AP Economics
- World Languages
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

Bill & Account Collector
Brokerage Clerk
Cashier

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

Accountant, Brokerage Clerk
Claim Adjuster, Financial Institution Manager
Insurance Agent, Investigator & Adjustor
Loan Officer, Personal Property Appraiser

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

Accountant, Actuary
Auditor, Brokerage Clerk
Business & Industry Consultant, Controller
Credit Analyst, Credit Card Operations Manager
Insurance Underwriter, Investment Advisor

Related Co-Curricular, Student Organizations & Activities:

Business Club
Forensics
Investment Club
Math Team
Student Council
Executing governmental functions to include governance: national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels

INTERESTS & ABILITIES

Activities that describe what I like to do:

- Be involved in politics.
- Negotiate, defend, and debate ideas and topics.
- Plan activities and work cooperatively with others.
- Work with details.
- Perform a variety of duties that may change often.
- Analyze information and interpret it to others.
- Travel and see things that are new to me.

Personal qualities that describe me:

- Good communicator
- Competitive
- Service minded
- Well organized
- Problem solver

School subjects that I like:

- Government
- Language Arts
- History
- Math
- Foreign Language

PATHWAYS IN THIS CLUSTER

- Governance
- National Security
- Foreign Service
- Planning
- Revenue and Taxation
- Regulation
- Public Management & Administration

Recommended Courses for this Cluster:

- Accounting
- AP Economics
- AP Statistics
- AP U.S. Government & Politics
- Algebra 2/Advanced Algebra 2/Trigonometry
- Business Law
- Marketing
- Psychology
- Statistics
- World Languages
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

<table>
<thead>
<tr>
<th>Infantry Forces</th>
<th>Mail Carrier</th>
<th>Postal Clerk/Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>License Clerks</td>
<td>Mail Handling Machine</td>
<td>Special Forces</td>
</tr>
<tr>
<td>License Examiner</td>
<td>Operator</td>
<td></td>
</tr>
</tbody>
</table>

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Coroner</th>
<th>Title Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Executive</td>
<td>Inspector</td>
<td>Translator/Interpreter</td>
</tr>
<tr>
<td>Building Inspector</td>
<td>Postmaster</td>
<td>Transportation</td>
</tr>
<tr>
<td>City Planning Aid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Equal Opportunity</th>
<th>Legislator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>Emergency Management</td>
<td>Political Scientist</td>
</tr>
<tr>
<td>Aviation Security Specialist</td>
<td>Infantry Officer</td>
<td>Special Operations Officer</td>
</tr>
<tr>
<td>City Manager</td>
<td>Lawyer</td>
<td>Urban Planner</td>
</tr>
<tr>
<td>Consultant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related Co-Curricular, Student Organizations & Activities:

<table>
<thead>
<tr>
<th>Best Buddies</th>
<th>Mock Trial</th>
<th>Students Demand Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Club</td>
<td>Model UN</td>
<td></td>
</tr>
<tr>
<td>Debate Team</td>
<td>Political Club</td>
<td></td>
</tr>
<tr>
<td>Forensics</td>
<td>Student Council</td>
<td></td>
</tr>
<tr>
<td>Gender/Sexuality Alliance (GSA)</td>
<td>World Language Clubs</td>
<td></td>
</tr>
</tbody>
</table>
**INTERESTS & ABILITIES**

**Activities that describe what I like to do:**
- Work under pressure.
- Help sick people and animals.
- Make decisions based on logic and information.
- Participate in health and science classes.
- Respond quickly and calmly in emergencies.
- Work as a member of a team.
- Follow guidelines precisely and meet strict standards of accuracy.

**Personal qualities that describe me:**
- Compassionate and caring
- Good at following directions
- Conscientious and careful
- Patient
- Good listener

**School subjects that I like:**
- Biological Sciences
- Chemistry
- Math
- Occupational Health classes
- Language Arts

**PATHWAYS IN THIS CLUSTER**
- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research & Development

**Recommended Courses for this Cluster:**

- Human Body Systems
- AP Biology
- AP Calculus AB/BC
- AP Chemistry
- AP Psychology
- AP Physics
- AP Statistics
- Any of the Phy Ed Courses

- Biomedical Science
- PLTW: Medical Interventions
- Statistics
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

Certified Nursing Assistant  Food Service Worker
Clerk  Hospital Admitting

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

Emergency Medical Technician  Physical Therapy Aide  Surgical Technician
Home Health Aide  Radiology Technologist  Translator & Interpreter
Massage Therapist  Registered Nurse  Ultrasound Technician

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

Athletic Trainer  Nurse Practitioner  Primary Care Physician
Chiropractor  Occupational Therapist  Psychiatrist
Dentist  Pharmacist  Radiation Therapist
Dietician  Physical Therapist  Surgeon
Laboratory Scientist

Related Co-Curricular, Student Organizations & Activities:

Bay Gives Back
Best Buddies
Forensics
HOSA
World Language Clubs
Health Club
Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food service, lodging, attractions, and recreation events and travel-related services.

**INTERESTS & ABILITIES**

**Activities that describe what I like to do:**
- Investigate new places and activities.
- Work with all ages and types of people.
- Organize activities in which other people enjoy themselves.
- Have a flexible schedule.
- Help people make up their minds.
- Communicate easily, tactfully, and courteously.
- Learn about other cultures.

**Personal qualities that describe me:**
- Tactful
- Self-motivated
- Works well with others
- Outgoing
- Slow to anger

**School subjects that I like:**
- Language Arts/Speech
- Foreign Language
- Social Sciences
- Marketing
- Food Services

**PATHWAYS IN THIS CLUSTER**
- Restaurant & Food/Beverage Services
- Lodging
- Travel & Tourism
- Recreation, Amusements & Attractions

**Recommended Courses for this Cluster:**

- Algebra 2/Advanced Algebra 2/Trigonometry
- AP Economics
- AP U.S. History
- Business Law
- Economics
- Marketing
- Sports/Entertainment Marketing
- Digital Photography
- Graphic Design
- Psychology
- World Languages
Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

Baggage Porter & Bellhop  
Booth Cashier  
Cake Decorator  
Concierge Usher  
Day Worker  
Food Attendant  
Furniture Refinisher  
Wardrobe & Dressing  
Gaming Change Person  
Guide  
Room Attendant

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

Club Manager  
Conference Planner  
Food Service Supervisor  
Household Manager  
Motel & Hotel Manager  
Recreation Director  
Restaurant Manager  
Taxidermist  
Translator (Interpreter)

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*

Archivist  
Coaches  
Conservation Technician  
Curator  
Historian  
Hotel Manager  
Park Ranger  
Recreation Director  
Theatre Manager  
Translator/Interpreter  
Zookeeper

**Related Co-Curricular, Student Organizations & Activities:**

Bay Gives Back  
Best Buddies  
Business Club  
Musical - crew  
Student Council  
World Language clubs  
Yearbook
INTERESTS & ABILITIES

Activities that describe what I like to do:
- Care about people, their needs, and their problems.
- Participate in community services and/or volunteering.
- Listen to other people’s viewpoints.
- Help people be at their best.
- Work with people from preschool age to old age.
- Think of new ways to do things.
- Make friends with different kinds of people.

Personal qualities that describe me:
- Good communicator/good listener
- Caring
- Non-materialistic
- Uses intuition and logic
- Non-judgmental

School subjects that I like:
- Language Arts
- Psychology/Sociology
- Family and Consumer Sciences
- Finance
- World Language

PATHWAYS IN THIS CLUSTER
- Early Childhood Development & Services
- Counseling & Mental Health Services
- Family & Community Services
- Personal Care Services
- Consumer Services

Recommended Courses for this Cluster:

- Accounting
- Human Body Systems
- AP Biology
- AP Chemistry
- AP Statistics
- Business Law
- Chemistry
- Leadership for Social Justice
- Personal Finance
- Psychology
- World Cultures
- World Languages
Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

- Aerobics Instructor
- Household Cook
- Crossing Guard
- Nanny

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

- Community Organization Worker
- Cosmetologist
- Funeral Director
- Specialist Institutional Cook
- Nail Technician
- Preschool Teacher
- Skin Care
- Shoe Repairer

BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
*Colleges/Universities*

- Athletic Trainer
- Dietician
- Investment Advisor
- Personal Trainer
- Placement Counselor
- Vocational Rehab Counselor
- Psychiatrist
- Psychologist
- School Counselor
- Social Worker
- Sociologist

**Related Co-Curricular, Student Organizations & Activities:**
- Bay Gives Back
- Best Buddies
- Big Buddy/Little Buddy
- Black Student Union
- The Mix (Diversity Group)
- Gender/Sexuality Alliance (GSA)
- HOSA
- Health Club
- REDgen
- Student Council
Building linkages in IT occupations framework for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services

**INTERESTS & ABILITIES**

Activities that describe what I like to do:
- Work with computers.
- Reason clearly and logically to solve complex problems.
- Use machines, techniques, and processes.
- Read technical materials and diagrams and solve technical problems.
- Adapt to change.
- Play video games and figure out how they work.
- Concentrate for long periods without being distracted.

Personal qualities that describe me:
- Logical/analytical thinker
- See details in the big picture
- Persistent
- Good concentration skills
- Precise and accurate

School subjects that I like:
- Math
- Science
- Computer Tech/Applications
- Communications
- Graphic Design

**PATHWAYS IN THIS CLUSTER**
- Network Systems
- Information Support & Services
- Programming and Software Development
- Web & Digital Communications

**Recommended Courses for this Cluster:**

<table>
<thead>
<tr>
<th>AP Computer Science</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Physics</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>Video Production/Animation</td>
<td>Physics</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>PLTW: Intro, to Engineering</td>
<td></td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td></td>
</tr>
</tbody>
</table>
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience
Careers in this field require more than minimal experience or on-the-job training

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

<table>
<thead>
<tr>
<th>Computer Programmer</th>
<th>Computer Systems Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Support Specialist</td>
<td>Tool Programmer</td>
</tr>
<tr>
<td>Data Communications Analyst</td>
<td>Webmaster</td>
</tr>
</tbody>
</table>

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

<table>
<thead>
<tr>
<th>Animator</th>
<th>Illustrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Engineer</td>
<td>Scientific &amp; Engineering Programmer</td>
</tr>
<tr>
<td>Computer Network Coordinator</td>
<td>Software Engineer</td>
</tr>
<tr>
<td>Database Administrator</td>
<td>Webmaster</td>
</tr>
</tbody>
</table>

Related Co-Curricular, Student Organizations & Activities:
Bay Robotics
Cyber Security Club
E-Sports Club
Next Gen Robotics
Yearbook
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services

INTERESTS & ABILITIES

Activities that describe what I like to do:

- Work under pressure or in the face of danger.
- Make decisions based on my own observations.
- Interact with other people.
- Be in positions of authority.
- Respect rules and regulations.
- Debate and win arguments.
- Observe and analyze people’s behavior.

Personal qualities that describe me:

- Adventurous
- Dependable
- Community-minded
- Decisive
- Optimistic

School subjects that I like:

- Language Arts
- Psychology/Sociology
- Government/History
- Law Enforcement
- First Aid/First Responder

PATHWAYS IN THIS CLUSTER

- Correction Services
- Emergency & Fire Management Services
- Security & Protective Services
- Law Enforcement Services
- Legal Services

Recommended Courses for this Cluster:

- Human Body Systems
- AP Biology
- AP Chemistry
- AP U.S. History
- AP U.S. Government
- AP Physics
- Chemistry
- Health
- Leadership for Social Justice
- PLTW: Biomedical Science
- Phy Ed Classes
- Psychology/AP
- Physics
- Statistics
- World Languages
Career Options
FROM HIGH SCHOOL
On-the-job training and/or minimal experience

Correction Officer
Crossing Guard
Dispatcher
Parking Enforcement Officer
Security Guard

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

Bailiff
Court Reporter
Firefighter
Legal Secretary
Emergency Medical Technician
Paralegal Assistant
Park Ranger
Police Officer
Private Detective

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

Adjudicator
Arbitrator
FBI Agent
Forensic Science
Judge
Judicial Law Clerk
Lawyer
Probation and Parole Officer
Technician

Related Co-Curricular, Student Organizations & Activities:

Best Buddies
Cyber Security Club
Debate Team
Forensics
Gender/Sexuality Alliance (GSA)
Mock Trial
Student Council
Teton Science School
**INTERESTS & ABILITIES**

**Activities that describe what I like to do:**
- Work with my hands and learn that way.
- Put things together.
- Do routine, organized and accurate work.
- Perform activities that produce tangible results.
- Apply math to work out solutions.
- Use hand and power tools and operate equipment/machinery.
- Visualize objects in three dimensions from flat drawings.

**Personal qualities that describe me:**
- Practical
- Observant
- Physically active
- Step-by-step thinker
- Coordinated

**School subjects that I like:**
- Math-Geometry
- Chemistry
- Trade and Industry courses
- Physics
- Language Arts

**PATHWAYS IN THIS CLUSTER**
- Production
- Manufacturing Production Process Development
- Maintenance, Installation & Repair
- Quality Assurance
- Logistics & Inventory Control
- Health, Safety & Environmental Assurance

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**Recommended Courses for this Cluster:**

<table>
<thead>
<tr>
<th>AP Calculus AB/BC</th>
<th>AP Statistics</th>
<th>Woodworking</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chemistry</td>
<td>Chemistry</td>
<td>World Languages</td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>AP Economics</td>
<td>Engineering courses (any)</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>AP Physics</td>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

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**Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering**
# Career Options

## FROM HIGH SCHOOL

*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Apparel &amp; Home Furnishings</th>
<th>Oil Well Driller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush Painter</td>
<td>Order Filler</td>
</tr>
<tr>
<td>Dyer</td>
<td>Production and Planning Clerk</td>
</tr>
<tr>
<td>Engraver</td>
<td>Production Assembler</td>
</tr>
<tr>
<td>Hand Worker</td>
<td>Tire Builder</td>
</tr>
</tbody>
</table>

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship, experience*

<table>
<thead>
<tr>
<th>Apparel Pattern Maker</th>
<th>Locksmith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination Welder</td>
<td>Musical Instrument Repairer</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>Quality Control Technician</td>
</tr>
<tr>
<td>Electric Appliance Repair</td>
<td>Tool and Die Maker</td>
</tr>
<tr>
<td>Electrical Motor Technician</td>
<td></td>
</tr>
</tbody>
</table>

## BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE

*Colleges/Universities*

<table>
<thead>
<tr>
<th>Communications Operations</th>
<th>Industrial Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineer</td>
<td>Inspector</td>
</tr>
<tr>
<td>Engineering Manager</td>
<td>Occupational Health &amp; Safety</td>
</tr>
<tr>
<td>Environmental Engineer</td>
<td>Production Manager</td>
</tr>
<tr>
<td>Mechanical Engineer</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

## Related Co-Curricular, Student Organizations & Activities:

- Bay Robotics
- Math Team
- SMART Team
Planning, managing, and performing marketing activities to reach organizational objectives

INTERESTS & ABILITIES

Activities that describe what I like to do:
- Shop and go to the mall.
- Be in charge.
- Make displays and promote ideas.
- Give presentations and enjoy public speaking.
- Persuade people to buy products or to participate in activities.
- Communicate my ideas to other people.
- Take advantage of opportunities to make extra money.

Personal qualities that describe me:
- Enthusiastic
- Competitive
- Creative
- Self-motivated
- Persuasive

School subjects that I like:
- Language Arts
- Math
- Business Education/Marketing
- Economics
- Computer Applications

PATHWAYS IN THIS CLUSTER
- Professional Selling
- Merchandising
- Marketing Communications
- Marketing Management
- Marketing Research

Recommended Courses for this Cluster:

| Accounting | Digital Photography |
| AP Computer Science | Marketing |
| AP Economics | Sports/Entertainment Marketing |
| AP Statistics | Statistics |
| AP U.S. Government | World Languages |
| Computer Science | |

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Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

Antique/Collectible Dealer  News Vendor
Cashier  Street Vendor
Classified Ad Clerk  Telemarketer
Counter Clerk  Wedding Planner
Customer Service Representative

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

Advertising Layout Designer  Buyer
Advertising Sales Representative  Purchasing Manager
Auctioneer  Real Estate Agent
Auto Salesperson

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*

Advertising Account Executive  Public Relations Manager
Advertising Manager  Purchasing Agent
Business Agent  Research Analyst
Marketing Manager

Related Co-Curricular, Student Organizations & Activities:

Business Club  Yearbook
Debate Team
Forensics
Math Team
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services

INTERESTS & ABILITIES

Activities that describe what I like to do:
- Interpret formulas.
- Find answers to questions.
- Work in a laboratory.
- Figure out how things work and investigate new things.
- Explore new technology.
- Experiment to find the best way to do something.
- Pay attention to details and help things be precise.

Personal qualities that describe me:
- Detail oriented
- Inquisitive
- Objective
- Methodical
- Mechanically inclined

School subjects that I like:
- Math
- Science
- Drafting/Computer Aided Drafting
- Electronics/Computer Networking
- Technical Classes/Technology Education

PATHWAYS IN THIS CLUSTER
- Engineering & Technology
- Science & Math

Recommended Courses for this Cluster:

- AP Biology
- AP Calculus AB/BC
- AP Chemistry
- AP Computer Science
- AP Environmental Science
- AP Physics
- AP Statistics
- Chemistry
- Environmental Science
- PLTW (engineering) courses (all)
- Physics
- Statistics
- World Languages
Career Options

FROM HIGH SCHOOL
*On-the-job training and/or minimal experience*

Statistical Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship, experience*

Biological Technician
Chemical Technician
Civil Engineering Technician
Environmental Technician
Mathematical Technician

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
*Colleges/Universities*

<table>
<thead>
<tr>
<th>Aerospace Engineer</th>
<th>Computer Engineer</th>
<th>Metallurgist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropologist</td>
<td>Electrical Engineer</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>Archaeologist</td>
<td>Geologist</td>
<td>Nuclear Engineer</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Industrial Engineer</td>
<td>Physicist</td>
</tr>
<tr>
<td>Biomedical Engineer</td>
<td>Mathematician</td>
<td>Solar Engineer</td>
</tr>
<tr>
<td>Chemical Engineer</td>
<td>Mechanical Engineer</td>
<td>Statistician</td>
</tr>
<tr>
<td>Civil Engineer</td>
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</tr>
</tbody>
</table>

Related Co-Curricular, Student Organizations & Activities:

<table>
<thead>
<tr>
<th>HOSA</th>
<th>Science Team</th>
<th>Bay Robotics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Team</td>
<td>Teton Science School</td>
<td>Next Gen Robotics</td>
</tr>
<tr>
<td>Engineering Earth</td>
<td>SMART Team</td>
<td></td>
</tr>
</tbody>
</table>
Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance

INTERESTS & ABILITIES

Activities that describe what I like to do:
- Travel.
- See well and have quick reflexes.
- Solve mechanical problems.
- Design efficient processes.
- Anticipate needs and prepare to meet them.
- Drive or ride.
- Move things from one place to another.

Personal qualities that describe me:
- Realistic
- Mechanical
- Coordinated
- Observant
- Planner

School subjects that I like:
- Math
- Trade and Industry courses
- Physical Sciences
- Economics
- Foreign Language

PATHWAYS IN THIS CLUSTER
- Transportation Operations
- Logistics Planning & Management Services
- Warehousing & Distribution Center Operations
- Facility & Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Health, Safety & Environmental Management
- Sales & Service

Recommended Courses for this Cluster:

<table>
<thead>
<tr>
<th>AP Biology</th>
<th>AP Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB/BC</td>
<td>PLTW: Introduction to Engineering</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>AP Economics</td>
<td>Statistics</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>World Languages</td>
</tr>
</tbody>
</table>
Career Options

FROM HIGH SCHOOL
On-the-job training and/or minimal experience

- Bus Driver
- Deckhand
- Delivery Driver
- Clerk Highway Maintenance Worker
- Reservation and Ticket Clerk
- Service Station Attendant
- Shipping and Receiving
- Traffic Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship, experience

- Aircraft Mechanic
- Auto Body Technician
- Automobile Painter
- Diesel Technician
- Cartographic Technician
- Flight Attendant
- Motorcycle Technician
- Railroad Conductor
- Security Consultant
- Travel Agent

BACHELORS, PRE-PROFESSIONAL or HIGHER DEGREE
Colleges/Universities

- Airline Pilot
- Air Traffic Controller
- Astronaut
- Environmentalist
- Locomotive Engineer
- Mechanical Engineer
- Mining Manager
- Public Health Sanitarian
- Travel Agency Manager

Related Co-Curricular, Student Organizations & Activities

- Bay Robotics
- Next Gen Robotics
THE FOLLOWING ART COURSES FULFILL THE CULTURAL ART GRADUATION REQUIREMENTS FOR THE GRADES INDICATED

2D Design
Grades 9-12
Prerequisites: None
Semester 1 or 2, One credit
Lab/Supply Fee – $40.00

In this course, a variety of design concepts and tools are introduced to foster visual literacy. Students will explore art and design principles through drawing, painting and printmaking processes. These processes include acrylic paint, intaglio and relief printing, graphite and color pencil to name a few. The new skills are then applied to explore a variety of themes and topics as the basis for the creation of artworks from observation and the imagination. The course is designed to promote problem solving, creative thinking, and formal expression.

3D Design
Grades 9-12
Prerequisites: None
Semester 1 or 2, One credit
Lab/Supply Fee – $50.00

3D Design explores art and design principles in a three-dimensional format. A wide variety of techniques are taught in order to build, carve, and assemble three-dimensional works from paper, glass, clay, plaster, metal, wood and other media. This class also introduces students to the potentials and limitations of 3D Printing through 3D modeling and design. This course develops critical thinking and problem-solving skills through hands-on projects. An emphasis on design thinking gives students a new way to think about creative work, working to anticipate problems before attempting to come up with ideas, and create solutions. Students will gain an understanding of physical and visual balance and the qualities of traditional and contemporary sculpture processes.

Ceramics
Grades 9-12
Prerequisites: None
Semester 1 or 2, One credit
Lab/Supply Fee – $50.00

Ceramics explores the creative possibilities of clay as an artistic medium. Students will gain experience in hand-building techniques as well as learning to work on the potter's wheel. Glazing and firing techniques are introduced as well as a basic understanding of the kiln and firing process. Students gain an understanding of the development, history, and design of ceramics. The main purpose of this course is to develop creative problem solvers. The course will also focus on building independence in the artistic process by developing students’ creative self. Skills such as organization, visual literacy, accountability, time management, and self-reflection will be reinforced. This involves creating a balance between encouraging students’ high-interest areas while learning new art techniques and skills.

Graphic Design
Grades 9-12
Prerequisites: None
Semester 1 or 2, One credit
Lab/Supply Fee – $30.00

Graphic Design is an introductory course in digital design using Adobe Creative Cloud (Photoshop & Illustrator). Emphasis will be on the integration of drawing, scanned images, image processing, and 2-D paint graphics into high-resolution images. Self-portraits, abstract images, advertising, and graphic design will be some of the subjects explored. Techniques, principles, and processes from traditional art and design are used in tandem with the software-based tools.

2D Intermediate
Grades 9-12
Prerequisites: 2D, 3D, Ceramics, or Graphic Design
Semester 1 or 2, One credit
Lab/Supply Fee – $40.00

In this course students will explore drawing, painting, and printmaking processes not covered in 2D Design.
These processes include oil paint, watercolor, and screen printing to name a few. An emphasis will be placed on collaboration, presentation, and originality as students continue to explore the splendor of artmaking. Students will develop a personal voice and style as they progress through the course.

**Ceramics and Sculpture 2**  
Grades 9-12  
Prerequisites: 3D or Ceramics  
Semester 1 or 2, One credit  
Lab/Supply Fee – $50.00

In this course you will choose a track to work in, Ceramics or Sculpture. In Ceramics, students will use clay as their medium. Students will complete complex assignments with an emphasis on theme development. Glaze technology will continue to be investigated as well. In Intermediate Sculpture, the students will increase their knowledge of 3D materials and sculpting techniques by completing large and small freestanding pieces over the course of the semester using a variety of 3D materials (glass, plaster, clay, etc.) In both tracks, students will participate in class critiques and discussions. Projects will be evaluated in terms of design preparation, the application of sculpture processes, and demonstrated craftsmanship. Students will see their own style emerge through this course as they experience a greater amount of freedom.

**Digital Photography**  
Grades 10-12  
Prerequisites: 2D, 3D, Ceramics or Graphic Design  
Semester 1 or 2, One credit  
Lab/Supply Fee – $35.00

Digital Photography is an introductory course in the art of composition and light. Students will explore the basic concepts of photography using school-provided DSLR cameras. Emphasis will be on the production of Fine Art images, edited for quality in Photoshop, while developing an understanding of the elements of art and the principles of design. Students will learn from the work of many photographers, exploring traditional and contemporary themes and techniques.

**Video Production / Animation**  
Grades 10-12  
Prerequisites: 2D, 3D, Ceramics or Graphic Design  
Semester 1 or 2, One credit  
Lab/Supply Fee: $20

In this course, you will choose a track to work in, Video Production or Animation. In Video Production, students will be introduced to collaboratively creating scripts, organizing video shoots, operating cameras and using editing software with the goal of communicating and storytelling through quality videos and creative short films. Animation students will learn traditional and digital techniques to create images in motion. Students will be introduced to several animation techniques such as hand-drawn, stop motion, and storytelling using the Adobe Suite. Animating with Adobe Animate, Photoshop, Illustrator and After Effects will be covered. In both courses, students will explore the art of storytelling and communication through video and film. Emphasis will be on the use of scriptwriting and storyboarding to create well-crafted and complete stories. Both groups of students, will look to classic films and “viral” videos for inspiration and will learn the art of filmmaking from camera angles to audio components. Student films and animations will be shared in class, with opportunities to grow through peer critique and hands-on projects.

**Studio Art** (repeatable one-semester class)  
Grades 10-12  
Prerequisites: 3 Art Classes or Art Department approval  
Semester 1 or 2, One credit (repeatable)  
Lab/Supply Fee – $40 (per semester)

Studio Art is a course that allows for great self-expression and freedom of choice. Students who may want to pursue AP Art in their senior year are encouraged to take two semesters of art studio. Students are guided individually as they prepare works that fall into a possible concentration strand, 3-D, 2-D, or Digital. Students will also have the opportunity to focus on themes and topics for artmaking that they are personally interested in. Students are exposed to a variety of styles and approaches used through the history of art to today.
AP Art (may be repeated for credit if submitting a new portfolio from a different media)
Grades 11-12
Prerequisites: Art Department approval and completion of assigned pre-course summer work
Semester 1 and 2, Two credits
Lab/Supply Fee – $80 (covers both semesters)

The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students pursue college-level art while in high school as they work to put together a personal portfolio of works to be submitted to the College Board for possible college credit upon completion of the AP Program. Students are guided individually as they prepare works that fall into three distinct categories: Quality, Concentration, and Breadth. Students should be aware that AP work involves significantly more time than Intensive Art courses and that the program is not for the casual art student. Time outside of class is required for success. Students are exposed to a variety of styles and approaches used through the history of art to today. Reading as well as independent research, visits to art venues and journal keeping are required. Students in AP will gain skills in promoting their work and sharing their work beyond the art classroom setting.

SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN
AVID ELECTIONS

AVID 9 Elective
Grade: 9
Prerequisites: Application and Interview Process
Semester: 1-2, Two credits

The AVID Elective prepares students to take ownership of their learning, independently advocate for support, and collaborate productively with peers. The AVID 9 Elective is an academic elective course that introduces students to the intellectual and behavioral skills needed for achievement in college utilizing a rigorous college preparatory curriculum, tutor-facilitated study groups, goal setting, community building activities, and academic success skills, behaviors, and strategies. Students will practice interpersonal communication skills in small and large group settings. Its curriculum addresses the following strands of standards: Student Agency (Student Empowerment and Leadership of Others), Rigorous Academic Preparedness (Writing, Inquiry, Collaboration, Organization, Reading), and Opportunity Knowledge (Advancing College Preparedness and Building Career Knowledge). Students visit a minimum of two local colleges/universities.

AVID 10 Elective
Grade: 10
Prerequisites: Application and Interview Process
Semester: 1-2, Two credits

The AVID Elective guides students to take ownership of their learning, independently advocate for themselves, and collaborate productively with peers. The AVID 10 Elective is an academic elective course that supports students to use the intellectual and behavioral skills needed for achievement in rigorous coursework in all of their classes. It also focuses on college information, including financial aid, resume, cost of attending college, applications, and college entrance essays in addition to ACT and SAT prep. The course implements a rigorous college preparatory curriculum, tutor-facilitated study groups, goal setting, community building activities, and academic success skills, behaviors, and strategies. Students will practice interpersonal communication skills in small and large group settings. In addition, Students visit a minimum of two out of state colleges/universities.

AVID 11 Elective
Grade: 11
Prerequisites: Application and Interview Process
Semester: 1-2, Two credits

The AVID Elective requires students to take ownership of their learning, independently advocate for themselves and their learning, and collaborate productively and purposely with peers. The AVID 11 Elective is an academic elective course that supports students to use the intellectual and behavioral skills needed for achievement in rigorous coursework in all of their classes. It also focuses on college information, including financial aid, resume, cost of attending college, applications, and college entrance essays in addition to ACT and SAT prep. The course implements a rigorous college preparatory curriculum, tutor-facilitated study groups, goal setting, community building activities, and academic success skills, behaviors, and strategies. Students will practice interpersonal communication skills in small and large group settings. In addition, Students visit a minimum of two out of state colleges/universities.
Accounting
Grades 10-12
Semester 1 or 2, One credit
Prerequisite: None

Accounting is the language of business, knowledge of accounting enhances career opportunities regardless of the individual's chosen field. This class provides an excellent foundation for college level courses involving multiple aspects of business. Sample topics include recording daily transactions, preparing an income statement and balance sheet, projecting future production costs, calculating ROI and inventory management, among others. This course is highly recommended for those students planning to pursue a career or college degree in business.

Business Law
Grades 10-12
Semester 1 or 2, One credit
Prerequisite: None

Knowledge of law is crucial to long-term success in many professional fields. Legal principles impact organizational form, product design, contracts, hiring and firing practices, and daily business operations. Students will refine their research, analytical and communication skills for college as they explore fundamental concepts of business law. This class requires students to perform limited research and then communicate their findings to the class. Business Law uses mock trial performances to allow each student to apply their legal content knowledge while refining their analytical and communication skills. This class benefits from presentations made by attorneys in practice who share their legal expertise and career experiences with the class.

Introduction to Business
Grades 9-10
Semester 1 or 2, One Credit
Prerequisite: None

This semester long, orientation course is designed to provide students of all interests the ability to explore the many areas within the field of business. Areas of study include, but are not limited to: Management, Leadership, Entrepreneurship, Marketing, and Finance. With business majors consistently being one of the most popular majors in college, this course provides an excellent opportunity for exploration within that field.

Keyboarding
Grades 9-12
Prerequisite: None
Semester 1 or 2, One Credit

Keyboarding is an essential skill for effective use of a computer. If the student cannot type at least 45 words per minute with very few errors, he or she should consider this one semester course. Students are encouraged to take Keyboarding as early in high school as possible so that they can apply their skills in other courses. Keyboarding improves the speed and accuracy of keyboard input. Successful completion of Keyboarding will offer significant benefits in future high school and college classes. This class can help balance a difficult and busy student schedule with a class that is wholly contained within the school hour while offering significant long term benefits to the student.

Marketing Principles
Grades 10-12
Semester 1 or 2, One credit
Prerequisite: None

This semester course will cover the principles and practices of marketing and will prepare students for post-secondary studies and careers in the area of marketing or business. Areas of study will include the functions of marketing, market segmentation, market research, product development, pricing, channels of distribution, promotion and advertising and managing the marketing mix. This project-based class utilizes case studies, videos, virtual simulations and outside speakers to assist the student in applying their creative and critical thinking skills to help solve real world business and marketing issues.
Personal Finance
Grades 10-12
Semester 1 or 2, One credit
Prerequisite: None

Personal Finance helps build the student’s financial literacy for lifetime decision-making. All students benefit from training in personal finance prior to entry into college or the workforce. Students will be exposed to the most current, up-to-date information on the following areas of study: consumer decision making, taxes, credit cards, services banks offer, buying a car and home, insurance, investing, the stock market, retirement planning and career exploration. This class might be considered an elective but is a required course for students to gain financial literacy, regardless of their career path.

Sports and Entertainment Marketing
Grades 10-12
Semester 1 or 2, One credit
Prerequisite: One previous business course or concurrent enrollment in second business course

Sports and Entertainment Marketing helps students to understand marketing concepts that apply to the Sports and Entertainment industries. Students will apply key business and marketing concepts to projects and daily work that emphasize economic and business foundations, branding, licensing, naming rights, concessions, on-site merchandising, promotion, safety and security and human relations. The course will utilize outside speakers and class trips to connect the class instruction to the exciting world of Sports and Entertainment Marketing.

SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN
**Computer Concepts**  
Grades 10-12 (Grade 10 Recommended)  
Prerequisite: Algebra 1  
Semester 1 or 2, One Credit

This course fulfills the one semester computer science requirement. The main objective of this course is to assist students in acquiring the knowledge and ability to apply technology in academic, personal and professional settings. Students will learn how to effectively integrate various software in their daily lives in order to create professional documents, spreadsheets, and presentations. Areas of study include, but are not limited to: Personal Finance, Excel, Word, Presentations, Photoshop, and Digital Citizenship.

**Essentials of Computer Concepts**  
Grades 11-12  
Prerequisites: Teacher/Counselor Recommendation  
Semester 1 or 2, One credit

Essentials of Computer Concepts is similar to Computer Concepts, but covers topics at a more manageable pace and in less depth. This affords recommended students an opportunity for meeting Whitefish Bay High School's one credit computer science graduation requirement. Only students recommended by teachers or counselors may take this course.

**Computer Science Principles 1**  
Grades 9-12  
Prerequisites: B or better in Algebra 1  
Semester 1, One credit

This course fulfills the one semester computer science requirement. The course will introduce students to programming, and will also give them an understanding of the fundamental concepts of computing, its breadth of application, and its potential for transforming the world. Students will engage in computational thinking and problem solving through programming and non-programming activities.

The course will cover 7 Core Principles:  
1. Creativity: Computing is a creative activity  
2. Abstraction: Reduces detail to focus on relevant concepts  
3. Data: Data facilitates creation of knowledge  
4. Algorithms: Express solutions  
5. Programming: Enables problem solving, expression, and creation  
6. Internet: Pervades Modern Computing  
7. Impact: Computing has global impacts

This course will provide students going into business, computer science, engineering, mathematics, and sciences with an introduction to computer programming skills that they will be expected to have when they get to college as well as introduce them to a variety of computer science related fields. This course meets the one semester computer science graduation requirement. Students need not have a computer at home to take this course. Sufficient in class/ISHP time is available for work completion.

**Computer Science Principles 2**  
Grades 9-12  
Prerequisites: Computer Science Principles 1  
Semester 2, One credit

This course fulfills the one semester computer science requirement. This is the second course in our computer science sequence and it builds on the work in Computer Science Principles 1 using the same philosophy and guiding principles. Students will learn and apply more complex programming techniques in a variety of settings including text and block based languages and introduction to robotics. Students need not have a computer at home to take this course. Sufficient in class/ISHP time is available for work completion.
Advanced Placement Computer Science
Principles
Grades 10-12
Prerequisites: Algebra 1
Semester 1 and 2, Two credits

This course fulfills the one semester computer science requirement. AP Computer Science Principles introduces students to the foundational concepts of Computer Science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. In addition to programming, abstraction and algorithms; AP Computer Science Principles teaches the creative nature of computing, use of computers to analyze data, and how computation has changed the way people live and work. This AP exam will include a portfolio submission similar to AP studio art as well as a multiple choice assessment. Students will earn college credit for successful completion of the AP exam. Students need not have a computer at home to take this course. Sufficient in class/ISHP time is available for work completion.

SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN
## Introduction to Engineering Design
**Grades 9-12**

**Prerequisites:** Completion of or concurrent enrollment in Algebra 1

**Semester 1 and 2, Two credits**

**Lab/Supply Fee - $15 for engineering notebook and other supplies**

Introduction to Engineering Design is a foundational course in the Project Lead the Way engineering coursework series. Students will apply problem-solving skills to a variety of real-world problems as they develop, create, and analyze various product models. Students will learn how to apply the engineering process to product design and they will also learn the basics of statistical analysis. Students will utilize 3D CAD (computer-aided design) software to reverse engineer an existing product as well as to design, draw, and create (using CAD) a new and unique project/item.

## Principles of Engineering
**Grades 10-12**

**Prerequisites:** Successful completion of Geometry.

**Semester 1 and 2 - (Transcribed as two "Science – Physics" credits).**

**Lab/Supply Fee - $15 for engineering notebook and other supplies**

Principals of Engineering is a foundational course in the Project Lead the Way engineering course sequence that introduces students to the fields of engineering and physics. Through hands-on exploration of various engineering and physics concepts students will learn how engineers use math, science and technology to solve real-world problems. The course covers several units including: Simple and Compound Machines, Energy Sources & Distribution, Electricity & Circuitry, Work, Power and Efficiency, Thermodynamics, Structural Properties, Force Vectors, Statics, Material Properties, Fluid Power and Dynamics. Students will also learn the fundamentals of robot/machine programming as well as work with robotics kits to build, program, and test an autonomous machine.

## Civil Engineering and Architecture (To Be Offered 2020-21 School Year)
**Grades 10-12**

**Prerequisites:** Algebra 1

**Semester 1 and 2, Two credits**

**Lab/Supply Fee - $15 for engineering notebook and other organizational supplies**

Civil Engineering and Architecture is a specialized course in the Project Lead the Way series. The course provides an overview of civil engineering and architecture, emphasizing how these two fields are related and interdependent, and covers topics such as project planning, site planning, building design, and project documentation. Students collaborate on the development of residential and commercial building projects, including conceptual design, architectural drawing, model building, 3D CAD drawing (computer-aided design) and project presentation.

## Engineering Design and Development (To Be Offered 2021 – 2022 School Year)
**Grades 10-12**

**Prerequisites:** Completion of “Principles of Engineering” and one other PLTW course or instructor approval

**Semester 1 and 2, Two credits**

**Lab/Supply Fee - $35 for engineering notebook and prototyping materials**

This is the capstone course for Project Lead the Way course series. Engineering Design and Development is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended, real-world engineering problem. Students will apply knowledge and skills developed in previous Project Lead the Way courses. Students will:

- Brainstorm and define a real-world problem that can be solved through an engineering solution
- Do extensive patent research in the area of focus
- Correspond with experts in the area of focus
- Do market research to investigate and determine the merit of their problem & solution
- Design a solution to the engineering problem
• Build and test mock-ups and a working prototype of the engineering solution
• Analyze the test data and evaluate the effectiveness of the engineering solution
• Present the engineering solution and data to an outside panel of engineers

THE FOLLOWING WOODWORKING COURSES FULFILL THE CULTURAL ARTS REQUIREMENTS FOR THE GRADES INDICATED

Woodworking 1
Grades 9-12
Prerequisites: None
Semester 1 or 2, one credit
Lab/Supply Fee - Base Fee: $45.00 (Students may incur additional material costs depending upon custom project choice/ design)

In Woodworking 1, students will complete basic woodworking projects beginning with a folding, portable chair and a small folding table. Students will also learn more complex woodworking skills and joinery techniques and will have the opportunity to design & create a custom project or projects. Shop safety will be stressed as well as proper tool usage for various woodworking machines and tools. Project planning, multi-view drawing, material cost calculations, project timeline projections and construction step sequencing will also be emphasized.

Woodworking 2
Grades 9-12
Prerequisites: Woodworking 1
Semester 1 or 2, one credit
Lab/Supply Fee - Base Fee: $45.00 (Students may incur additional material costs depending upon custom project choice/ design)

In Woodworking 2, students further develop their woodworking skills by designing, planning and creating more complex woodworking projects of their choice while learning and applying advanced joinery and design techniques. Students are expected to apply the skills learned in Woodworking 1 and be able to work semi-independently in the shop.

Woodworking 3
Grades 10-12
Prerequisites: Woodworking 1 and Woodworking 2
Semester 1 or 2, one credit
Lab/Supply Fee - Base Fee: $45.00 (Students may incur additional material costs depending upon custom project choice/ design)

In Woodworking 3, students are expected to apply all the skills and knowledge they have acquired in previous woodworking courses. Advanced planning, design, woodworking skills and joinery techniques must be demonstrated by the student throughout the course. Students are expected to be able to work mostly independently in the shop. A community based project may be included as part of the curriculum.

SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN
English 1
Grade 9
Prerequisites: None
Semester 1, One credit

This first semester freshman course will focus on foundational reading, writing, speaking and listening skills. Literary study will include identification and analysis of archetypes. Writing will emphasize literary analysis and also include summary and vocabulary in context. Speaking and listening skills will be practiced through graded discussions, small group and large group presentations.

English 2 - Literature/Composition
Grade 9
Prerequisites: English 2
Semester 2, One credit

This second semester freshman course will continue the study of archetypes and other literary devices. Writing will focus on research skills and timed writing. Additionally, writing will consist of foundational grammar structures. Students will continue to engage in speaking and listening activities including the performance of a scene from an American play.

English 3 - Literature/Composition
Grade 10
Prerequisites: English 1 and English 2
Semester 1, One credit

This first semester sophomore course introduces students to literary theory beyond the archetypes studied in English 1 and 2. This course introduces students to the application of various literary theories to classic and contemporary works. Students will continue to build their reading, writing, speaking and listening skills. Writing will emphasize literary analysis and continue grammar practice and application. Speaking and listening skills will be practiced through graded discussions, small group and large group presentations.

English 4 - Literature/Composition
Grade 10
Prerequisites: English 3
Semester 2, One credit

This second semester sophomore course further explores the application of various literary theories to classic and contemporary works. Writing will emphasize literary analysis and continue grammar practice and application. Speaking and listening skills will be practiced through graded discussions, small group and large group presentations. This course will serve as a culminating semester, allowing students to demonstrate proficiency in foundational reading, writing, speaking and listening skills.

THE FOLLOWING COURSES FULFILL ENGLISH GRADUATION REQUIREMENTS FOR THE GRADES INDICATED

Advanced Composition and Critical Thinking
Grade 11
Prerequisites: English 1-4
Semester 1 or 2, One credit

Advanced Composition and Critical Thinking is intended to give students a wide variety of writing experiences in preparation for the demands of college. The Prentice Hall Reader will guide students through various modes of writing including narrative, descriptive, research, cause/effect, definition and argument. In addition, students will study vocabulary in context and practice and apply sophisticated grammatical structures in their writing.

American Literature
Grades 11-12
Prerequisites: English 1-4
Semester 1 or 2, One credit

Key historical events and revolutionary ideas will be studied as they relate to the development of our American literary voice and cultural identity. Units will include: Native American, Puritan and Colonial Literature; Romanticism,
Transcendentalism and Dark Romantics; Realism and Modernism; Contemporary Literature. Emphasis is given to developing analytical skills through close reading of the texts and articulating how history shapes our country’s literature. The class includes two (2) full essays, one on the *Scarlet Letter* and another on a comparison/contrast between a Modernist short story and another work. The class also includes an outside reading novel with an in-class impromptu.

**British Literature**  
**Grades 11-12**  
**Prerequisites: English 1-4**  
**Semester 1 or 2, One credit**

British Literature provides exposure to the classic works which form the foundation of our English heritage. Course content focuses on representational literature from each of the major literary periods, and includes Seamus Heaney’s translation of *Beowulf*, an excerpt from Geoffrey Chaucer’s *Canterbury Tales*, Arthurian myths, William Shakespeare’s tragedy *Macbeth*, Mary Shelley’s nineteenth century novel *Frankenstein*, and an outside reading novel. Emphasis is given to developing analytical skills through close reading of the texts, and tying ideas and themes to contemporary concerns.

**World Literature**  
**Grades 11-12**  
**Prerequisites: English 1-4**  
**Semester 1 or 2, One credit**

World Literature explores the evolution of human consciousness and culture by engaging in an in-depth study of ancient and contemporary art and literature from several cultures. Students will play a major role in class by leading discussions, engaging in critical analyses, and completing a variety of standard and creative assessments. Students will investigate cultural trends, and moral and ethical perspectives, looking at how these varied contexts reflect universal similarities as well as help individuals shape a personal identity. Students will explore diverse cultures, philosophies and perspectives. Students will investigate how ancient literature teaches and reflects these ideas and then how they manifest themselves and/or are critiqued in contemporary literature. Parents and students should be aware of the mature nature of many readings in this course. Sensitive material will be read and analyzed in an academic context.

**Modern Thought in Literature**  
**Grades 11-12**  
**Prerequisites: English 1-4**  
**Semester 1 or 2, One credit**

The course deals with literature as a reflection of the rapid changes occurring from the beginning of the 20th century through the present, creating the unique Modern and Postmodern themes and philosophies that define the art and literature of the age. Students will encounter oppressed, misunderstood characters, rebels monitored by their governments, and individuals living in absurdity, exploring life’s meaning or lack thereof, how to cope with an ever changing reality, and the challenge of true connection and communication within a pluralistic society. The course reading will include both established and recently acclaimed authors, including Huxley, Orwell, Atwood, Stoppard, Gardner, Foer and others.

**General Junior/Senior English**  
**Grade 11-12**  
**Prerequisites: Teacher Recommendation**  
**Semester 1-2, One credit**

This course is designed to give the student an introduction to important American, English and World literature. Students will be expected to read stories, novels, essays and poetry and will be asked to participate in discussion of these materials. Students will write essays pertaining to the literature. Students will be given instruction in the research process, college essays and personal writing. Teachers and counselors will determine placement.

**SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN**
AP English Language and Composition
Grade 11
Prerequisites: Semester grade of B or better in English 1 and 2 as well as English 3 and 4 or English Department approval and completion of assigned pre-course summer work
Semester 1 and 2, Two credits

AP Language and Composition students will become skilled communicators who write for many different purposes and utilize multiple rhetorical modes including expository, analytical, and argumentative compositions. Students will also engage in critical reading and analysis of narrative style non-fiction in order to improve their own composition skills. To fully develop these skills, this course requires students to actively participate in the process of writing and revising many different drafts of their work. Additionally, active research and citation, will learn how to use various grammatical structures in order to improve their writing and will take part in a rigorous vocabulary study which focuses on vocabulary in context of non-fiction and fiction pieces.

Because AP English is designed as a year-long course, students who wish to drop at mid-year can do so only with the consent of their counselor and course teacher. Students who are approved to drop AP Language and Composition must take Advanced Composition as a replacement.

AP English Literature and Composition
Grade 12
Prerequisites: Semester grade of B or better in Advanced Composition and junior year literature course or English Department approval, and completion of assigned pre-course summer work
Semesters 1 and 2, Two credits

AP English engages students in the careful reading and critical analysis of literary fiction and nonfiction from Ancient Greece through the 21st Century, including poetry, short stories, drama, and novels. Through the close reading of texts, students deepen their understanding of how writers use language to create both meaning and pleasure. As they read, students consider a work's structure, style, themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Students will engage in impromptu essay writing, timed writing activities, and research-based literary analysis. Students will write alone and in collaboration with others. All testing will be in essay form, including final examinations. Students will be responsible for leading class discussions as well as giving oral presentations based on knowledge of core texts, literary criticism, and academic research. Regardless of the assignment, students must develop and organize ideas with concise language, persuasion, and sophisticated style. The course prepares students to demonstrate strong writing and analytical skills on the AP English Literature and Composition exam. Because AP English is designed as a year-long course, students who wish to drop at mid-year can do so only with the consent of their counselor and course teacher.

THE FOLLOWING COURSES ARE ELECTIVE OPTIONS FOR THE GRADES INDICATED

Acting (meets the Cultural Arts graduation requirement)
Grades 9-12
Prerequisites: None

This semester-long class is a fun and engaging introduction to performance and acting. Acting One provides fundamental tools in improvisation, character work, blocking, auditioning, and scene development in order to interpret and perform improvised and scripted theater. Have fun developing creative works both individually and as a team.

Advanced Acting (meets the Cultural Arts graduation requirement)
Grades 10-12
Prerequisites: Acting or approval of instructor
Semester 1 or 2, One credit per semester

This semester-long class builds upon foundational acting techniques to develop a deeper understanding of theater, characterization, and theater’s connection to the world. Where Acting 1 focused on
improvisation and basic acting techniques, this course is a challenging and inspiring exploration of acting and building rich and complex characters and relationships on stage. To do so, the class will provide further performing opportunities by utilizing different genres such as comedic and dramatic work, classical and contemporary work, accent work, and acting for film. The class can be taken more than once.

**Exploration of Theatre Design (meets the Cultural Arts graduation requirement)**

**Grades 9-12**
**Prerequisites:** None
**Semester 1 or 2, One credit per semester**

This semester-long class will introduce students to every aspect of producing a play. To do so, students will explore all components of theater design such as publicity, scenic design, lighting design, sound design, costume design, make-up and hair design, etc. Acting is not a requirement and previous experience is not necessary. This class would be a wonderful fit for students interested in art, art’s application to real world professions, technical theater, and/or stage crew. The class is geared to what students interests are. Choose a focus or do it all; there is something for everyone.

**Journalistic Composition & Literature**

**Grades 11-12**
**Prerequisites:** English 1-4
**Semester 1 or 2, One credit**

*Does not count as an English required class*

Journalistic Composition is a writing-based course, focusing on several aspects within the field of journalism. Students will be expected to research, observe, interview, write, edit, and publish material throughout the semester. Students will learn journalism law and ethics, providing a strong foundation for proper journalism practice. Recent articles will serve as exemplars and while this is a writing course, students will be expected to read nonfiction pieces the evoke discussion of current events and also serve as professional writing models for style.

**AP Art History**

**Grades 11-12, open to sophomores with instructor consent**
**Prerequisites:** None
**Semester 1 and 2, Two credits**

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. In this course, we will be looking at, among other things, 250 works of art that are characterized by diverse artistic traditions from prehistory to the contemporary. Throughout the year, students will become active participants in the global art world, engaging with its forms and content. We will think about: why artists manipulate materials and ideas to create an aesthetic object, act, or event; how art making is shaped by tradition and change; and how interpretations of art are variable. Students will experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. This AP Exam consists of both a multiple choice and free response assessment. Students will earn college credit for the successful completion of the AP Exam.

**SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN**
MATHEMATICS

The department encourages all students to take four years of math. Studies have shown that students do significantly better in post-secondary mathematics courses if they have taken a math class every year of their secondary education.

**Pre-Algebra**  
Grades 9-12  
Prerequisites: None  
Semester 1-2, One credit per semester

This course is designed to prepare students for Algebra 1. Pre-Algebra is a foundational methods course where students will develop solid skills in basic algebra, reasoning and number sense. Students will have opportunities to use mathematics to model a variety of real-world situations and will learn to approach problems numerically, graphically, algebraically, and verbally. In general, the Pre-Algebra topics are aligned with our Algebra 1 course and include problem solving, integers, solving equations and inequalities, percent, fractions, decimals, proportions, linear equations, exponents, polynomials and factoring, square roots, and quadratics. Non-algebra topics include measurement, perimeter, area, right triangles and statistics. This course does not meet algebra requirements for college. *A scientific calculator is required.*

**General Pre-Algebra**  
Grades 9-12  
Prerequisites: None  
Semester 1-2, One credit per semester

This course reviews and extends the study of variables, constants, expressions, and equations in preparation for General Algebra 1. Students will learn to approach problems numerically, graphically, algebraically, and verbally, and use mathematics to model a variety of real-world situations. Topics covered include solving equations, simplifying expressions, understanding order of operations, working with positive and negative numbers, factoring, and graphing. Teachers and counselors will determine placement.

**Algebra 1**  
Grades 9-12  
Prerequisites: Grade 9 - Teacher recommendation, Grades 10-12 - Pre-Algebra  
Semester 1-2, One credit per semester

Algebra 1 is the first course in abstract mathematics and the initial step in the regular sequence of high school mathematics. It provides the student with fundamental tools to explore mathematical concepts, search for patterns, and solve problems. Topics include the study of linear, exponential, quadratic and rational functions. Students will be encouraged to comprehend algebraic concepts, to make conjectures while persevering through challenging problems, and to develop a conceptual understanding of mathematics. Major concepts are balanced with procedural skill knowledge (simplifying expressions, solving equations and inequalities, translating mathematical sentences, graphing, and solving systems of equations). *A graphing calculator is required (TI-84+ preferred).*

**Algebra 1 Block**  
Grade 9-10  
Prerequisites: Teacher Recommendation  
Semester 1-2, Two course credits per semester – one math credit per semester

Research shows that doubling up on Algebra instruction has a positive and substantial impact on college entrance exams and enrollment rates. With this research in mind, Algebra 1 Block is designed for students who have the potential to be successful in Algebra 1 given a second period of math instruction. Algebra 1 Block offers two periods of Algebra, designed specifically for a double period, (versus 51 minutes of regular Algebra and another period of support). Students in this course will be held to the same learning standards as Algebra 1 with additional instructional opportunities for conceptual learning, discussion, etc. Teachers and counselors will determine placement.
General Algebra 1
Grades 9-12
Prerequisites: General Pre-Algebra
Semester 1-2, One credit per semester

General Algebra 1 continues the study of variables, constants, expressions and equations. This course will provide students with fundamental tools to explore mathematical concepts, search for patterns, and solve problems. Topics covered include solving equations and inequalities, translating mathematical sentences, graphing, solving systems of equations, and investigating the relationship between various quantities. Teachers and counselors will determine placement.

Geometry
Grades: 10-12
Prerequisites: Algebra 1 and Teacher Recommendation
Semester 1-2, One credit per semester

Geometry provides students with the essentials of geometry along with the reinforcement of algebraic concepts. Emphasis will be placed on discovering of the principles of geometry, logical thinking, and visualization of 2 and 3 dimensional objects. Topics include parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals, similarity, right triangles and trigonometry, area, surface area, volume, and circles. Instruction is guided with hands-on explorations and real-world problems which make concepts more meaningful for students.

Advanced Geometry
Grades 9-12
Prerequisites: Algebra 1 and Teacher Recommendation
Semester 1-2, One credit per semester

Advanced Geometry provides students an opportunity to formulate conjectures using inductive reasoning and construct proofs using deductive reasoning. Students will study the properties of points, lines, planes, congruent triangles, similarity, transformations, polygons, circles, and triangle inequalities with an emphasis on logical arguments and algebraic reasoning. Symbolic logic and coordinate proofs are also studied. This course provides extensive work in both two-dimensional and three-dimensional space. The course also covers the topics of area, volume, and linear measure of standard geometric figures. Conic sections are introduced towards the end of the course. Students will be able to manipulate figures and discover geometric properties using physical and online tools. Throughout the course, students will be encouraged to persevere through challenging problems while developing a conceptual understanding of geometry.

General Geometry
Grades: 10-12
Prerequisites: General Algebra 1
Semester 1-2, One credit per semester

General Geometry provides the students with the essentials of geometry along with reinforcement of algebraic concepts. Emphasis will be placed on discovery of the principles of geometry, logical thinking, and visualization of 2 and 3 dimensional objects. The course is a blend of arithmetic, algebra, and geometry. Each chapter ends with a review of not only the current chapter, but also every chapter from the beginning of the book. Teachers and counselors will determine placement.

Algebra 2
Grades 11-12
Prerequisites: Algebra 1 and Teacher Recommendation
Semester 1-2, One credit per semester

This course is designed for students intending to satisfy a third year math requirement for colleges, but who will not be taking Pre-calculus. Together with Functions and Trigonometry, it provides a sound foundation in advanced algebra concepts with less rigorous pace than Advanced Algebra 2 and Trigonometry. A review of Algebra 1 is included along with new topics such as arithmetic and geometric sequences and series, a study of function families and their graphs, graphical transformations of function graphs, introduction to trigonometry, exponential functions, logarithms, polynomials, systems of equations, and probability and statistics. Triangle trigonometry will be emphasized with an introduction to circular trigonometric functions. A strong emphasis will be placed on using real-world data and hands-on explorations to investigate the topics mentioned above. A graphing calculator is required (TI-84+ preferred).
Advanced Algebra 2 and Trigonometry
Grades 10-12
Prerequisites: Algebra 1 and Teacher Recommendation
Semester 1-2, One credit per semester

Advanced Algebra 2 and Trigonometry is a transitional course between elementary studies in mathematics and more analytical and graphical reasoning. Throughout the course, topics build on the foundational concepts that students have mastered in Algebra 1. New topics that are introduced include parent functions, complex numbers, exponential and logarithmic functions, rational and inverse functions, trigonometric and circular functions, and probability. Graphing functional relationships will be emphasized and problem solving based on real-world applications of these functional relationships is a central part of the course. Students will be encouraged to comprehend abstract algebraic concepts, to make conjectures while persevering through challenging problems, and to develop a deeper understanding of mathematics. Throughout this course, students will be asked to solve problems numerically, algebraically, graphically and verbally. A graphing calculator is required (TI-84+ preferred).

Functions and Trigonometry
Grade 11-12
Prerequisites: Algebra 2 or Advanced Algebra 2 and Trigonometry and Teacher Recommendation
Semester 1, One credit

This is a one semester course that provides those students not taking Pre-calculus an opportunity to extend their mathematical skills and prepare for college level math. The characteristics of functions to model real life is examined while the deep understanding of algebraic structure is emphasized. The study of trigonometry is continued, with an emphasis on circular trigonometric functions and their graphs. This course is generally paired with Statistics to provide students a full year of mathematics. A graphing calculator is required (TI-84+ preferred).

Statistics
Grades 11-12
Prerequisites: Algebra 2 or Advanced Algebra 2 and Trigonometry and Teacher Recommendation
Semester 2, One credit

This is a one semester course that provides those students not taking Pre-calculus an opportunity to extend their mathematical skills and prepare for college level math. This introductory course helps students understand and appreciate the statistics around them, as well as succeed in a college statistics class. Unlike AP Statistics, however, it does not lead to advanced placement credit. It is an introduction to the study of statistics only. Crime, drug use, disease, pollution controls, real estate, extinction rates, survival rates, production, quality control, spending, earning, dieting, drinking, traveling – there isn't an issue relevant in our world today that doesn't have statistical data associated with it. In this course, students will explore the use of statistics in daily life, and will learn how to analyze data that appears in real-life situations. The validity of statistical reasoning and the basic ideas of statistical inference will be examined. We will discuss probability, discrete and continuous probability distributions and the central limit theorem. Students will understand frequency distributions and their graphs and measures of central tendency and variability. This course is generally paired with Functions and Trigonometry to provide students a full year of mathematics. A graphing calculator is required (TI-84+ preferred).

AP Statistics
Grades 11-12
Prerequisites: Advanced Algebra 2 and Trigonometry or Algebra 2 with Teacher Approval
Semester 1-2, One credit per semester

This is a year-long course in statistics that will culminate in an AP test and advanced placement credit at many colleges and universities. (See counseling department for list and qualifying score.) In an ever-more technical world, it has become increasingly important for students to develop a serious understanding of the basics of statistics. This includes data collection and presentation, the planning of a statistical study, the use of probability models and simulation to predict occurrences of events, and statistical inferences via confidence intervals and hypothesis testing. This course will prepare students
for continuing studies in the fields of social sciences, health sciences, education, and business. Writing and critical thinking are essential skills for students taking this course. **A graphing calculator is required (TI-84+ preferred).**

**Pre-calculus**  
Grades 11-12  
**Prerequisites:** Advanced Algebra 2 and Trigonometry  
**Semester 1-2, One credit per semester**

Pre-calculus is the study of functions, their graphs, and their applications. Students will learn how to approach problems numerically, graphically, algebraically, and verbally. Topics include function families, rates of change, transformations, composition, inverse functions, logic, trigonometry, vectors, polar graphs, parametric equations, optimization, and limits. Students will be encouraged to comprehend abstract concepts, to make conjectures while persevering through challenging problems, and to develop a deeper understanding of pre-calculus topics. Students will routinely use graphing calculators to investigate graphs, discuss real-world problems, and explore concepts which lay the foundation for calculus or other advanced mathematics courses. **A graphing calculator is required (TI-84+ preferred).**

**Advanced Pre-calculus**  
Grades 11-12  
**Prerequisites:** Advanced Algebra 2 and Trigonometry  
**Semester 1-2, One credit per semester**

The intent of this course is to prepare students for taking AP Calculus BC the following year. The course is an in-depth and rigorous treatment of Pre-calculus and Trigonometry topics including challenging units in exponential functions, logarithms, sinusoidal functions, transformations of functions, polar equations, complex numbers, sequences and series, logistic functions, parametric equations, and symbolic logic. Initial topics in Calculus are introduced and considerable work is done with limits. Like the regular Pre-calculus course, students learn how to approach problems numerically, graphically, algebraically, and verbally. In this advanced course there will be very little review of previously-taught concepts. New topics will be covered at a faster pace and in greater theoretical depth. The Advanced Pre-calculus curriculum is problem centered and inquiry based. Students should expect to be challenged through exploring, conjecturing, predicting, analyzing, and verifying mathematical ideas. **A graphing calculator is required (TI-84+ preferred).**

**AP Calculus AB**  
Grade 12  
**Prerequisites:** Pre-calculus or Advanced Pre-calculus  
**Semester 1-2, One credit per semester**

Through intuitive, analytic, numerical, and graphical thinking, students will explore the fundamental concepts of Calculus. Topics include limit theory, continuity, the derivative, the definite integral, techniques of integration, applications of the derivative and definite integral, and differential equations. The use of technology and applications will be discussed throughout the course. Upon successful completion of the course, students will take the College Board Calculus AB Advanced Placement Exam. Students with qualifying scores on this exam will receive equivalent credit for one semester of calculus at many colleges and universities. **See the counseling department for list and qualifying score. A graphing calculator is required (TI-84+ preferred).**

**AP Calculus BC**  
Grade 12  
**Prerequisites:** Pre-calculus or Advanced Pre-calculus  
**Semester 1-2, One credit per semester**

This course covers all of the topics in Calculus AB, but includes additional topics that prepare students to take the College Board Calculus BC Advanced Placement Exam. Additional topics include limit theory, techniques of integration, logistic functions, series, additional theory of calculus, derivatives of parametric and polar functions, and possibly systems of differential equations, partial derivatives, multiple integrals and vector calculus. Student with qualifying scores on this exam will receive equivalent credit for two semesters of calculus at many colleges and universities. Students will also receive an AB subscore. **See the counseling department for list and qualifying score. A graphing calculator is required (TI-84+ preferred).**

Please refer to the Computer Science Section for information on Computer Science Principles 1 and 2 and AP Computer Science.  

**SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN**
ALL MUSIC COURSES LISTED BELOW FULFILL THE CULTURAL ART GRADUATION REQUIREMENTS FOR THE GRADES INDICATED

BAY BANDS

The band program at Whitefish Bay High School offers instrumental musicians a variety of performance experiences based on the traditional concert band program. Students learn and use the fundamentals of wind and percussion performance skills and participate in concert settings. Additional performance experiences are offered through volunteer and audition ensembles such as Pit Orchestra, Solo/Ensemble Festival, and Travel Band. The fundamental purpose of the Whitefish Bay High School Band program is to train young musicians to be able to perform successfully on the instrument of their choice. The students are trained with the purpose of becoming life-long musicians and being equipped to perform comfortably in traditional concert band and small ensemble settings. In the Whitefish Bay High School Band Program, the relationship of the musician to the audience is critical and we strive to perform music and entertainment that is both rewarding for the performer and listener. The bands may travel on concert tours as part of this philosophy. Evaluation in all curricular bands is made through accumulated playing assessments and concert performances.

Concert Band
Grade 9-12
Prerequisites: Wind and percussion students with previous middle or high school band experience
Semester 1-2, One credit per semester

The Concert Band is the CORE WFBHS wind band. This group is the primary performing ensemble focusing on fundamental performance concepts which lay the foundation for competency in instrumental music performance. Emphasis is placed on building ensemble skills such as balance, tuning, and non-verbal communication, as well as teaching music literacy through performance in band. Musicians who desire a relaxed pace while enjoying the rewarding aspects of making music should register for the Concert Band. Although no audition is required, previous experience in middle or high school band is expected. Attendance at performances such as home Football games, a few basketball games as well as major concerts is required. The Concert Band shares performances with the Wind Ensemble and will often combine with them on many musical selections.

Wind Ensemble
Grade 10-12
Prerequisites: Wind and percussion students by audition only
Semester 1-2, One credit per semester

The Wind Ensemble is the advanced WFBHS wind band where the emphasis is placed on playing complex wind ensemble repertoire. Wind Ensemble is open to selected wind and percussion students by audition only. Musicians who are self-motivated, independent, and challenge-driven should consider the Wind Ensemble. This course is typically preceded by the Concert Band. Wind Ensemble students should possess developed technique on their instruments and display proper rehearsal etiquette. Participation in the WSMA Solo/Ensemble Festival and enrollment in private lessons are additional considerations. Emphasis will be placed on reading a large amount of literature as students continue to maintain their individual fundamentals on their own. Instrumentation of the Wind Ensemble is limited and regular practice outside of class is expected. Attendance at performances such as home Football games, a few basketball games as well as major concerts is required. The Wind Ensemble performs more advanced literature independently and joins with Concert Band in performances as well.
STICKS Drumming
Grade 9-12
Prerequisites: Highly self-motivated, no previous experience required
Semester 1 or 2, One credit per semester

Student musicians who are interested in playing traditional and non-traditional percussion instruments (snare drum, bass drum, xylophone, marimba, steel pans, buckets, hand-clapping, common household items, etc.) should register for STICKS. The class is geared towards percussion students who learn music both by rote and written notation. The instruction of basic and intermediate rhythmic and pitch notation is incorporated throughout. Of note is the incorporation of Steel Pan or Steel Drum instruments and learning Jamaican/calypso style music. Advanced percussion students who enjoy reading music, a higher level of performance difficulty and have an interest in learning all percussion instruments, including mallets are welcome to enroll.

Jazz Band I
Grade 9-12
Previous jazz band experience or permission from instructor. Standard instrumentation (saxes, trumpets, trombones, drums, bass, piano, guitar)
Semester 1-2, One credit per semester

Jazz Band I is an advanced traditional jazz big band consisting of saxophones, trombones, trumpets, and a rhythm section (piano, drum set, guitar, bass). We will explore a number of musical styles including: swing, latin, funk, rock, fusion, and more. Jazz history is also learned during the year. Students will also learn principles of music theory and how to improvise over chord changes. We hold multiple performances throughout the school year, including: concerts, festivals, assemblies, and within the community. Students who participate in Jazz I should be able to read music at an intermediate level and have prior jazz experience, either at the middle or high school level. Private lessons are not required but are encouraged.

Jazz Band II
Grade 9-12
Prerequisites: No jazz experience necessary, but students must be able to read music. All instruments welcome.
Semester 1-2, One credit per semester

Jazz Band II is built around a traditional jazz big band (saxes, trombones, trumpets, drums, bass, piano, guitar), but it is also available to ALL musicians, regardless of instrumentation (from classical winds and strings to rock musicians). Students in Jazz II will learn to play in a number of different styles, and we will also explore improvisation, music theory, and creativity on our instruments. Students must be able to read music at a basic level or be willing to learn. Previous jazz experience is helpful but not required. Students in Jazz II will share performances with Jazz I around our school and community throughout the year.
BAY CHOIRS

The choir program at Whitefish Bay High School offers students the opportunity to study and perform masterpieces of choral music. The repertoire used for the curriculum includes secular and sacred music of great Western classical composers as well as a wide variety of multicultural, folk, pop, acappella, patriotic, and spirituals. Concepts about music and musical skills are taught throughout the rehearsals, which include singing, listening, and analysis. Course requirements include performing in five annual public concerts. Singing assessments in an individual and group environment provide the cumulative data for the quarter and semester grades. Singing is the major focus of the musical experience, producing the foundation for a life-long relationship with music. Courses may be repeated or taken concurrently. Additional opportunities include participating in the annual weekend Choir Retreat, April Pops Concert production, all-school musical production, and WSMA Solo and Ensemble Music Festivals. The Choirs also tour every two years domestically as well as international from time to time.

**Concert Choir**
**Grades 9-12**
**Prerequisites:** None
**Semester 1-2, One credit per semester**

Concert Choir is a mixed voice choir (SATB) designed for first- and second-year choir students from any grade. This course focuses on the development of basic skills, vocal technique, music reading, and musicianship. Building community in an inclusive environment in the choir program is also of key importance. Students may participate in the course regardless of prior experience and may register without an audition.

**Treble Choir**
**Grades 10-12**
**Prerequisites:** Consent of instructor, completion of Concert Choir
**Semester 1-2, One credit per semester**

Treble is a choir comprised of Soprano and Alto voices designed for the intermediate choir student. Students need to have completed Concert Choir to move into this class. The required spring auditions measure music reading ability, tone quality, hearing ability, and previous choral experience. This course focuses on more challenging repertoire for treble voices and seeks to enhance vocal and musical skills at a higher level in an inclusive environment.

**Bel Canto**
**Grades 10-12**
**Prerequisites:** Audition and consent of instructor, Completion of Concert and/or Treble Choir
**Semester 1-2, One credit per semester**

Bel Canto is a balanced mixed choir designed for the advanced choir student. Students also need to be proficient in basic music theory and self-motivated. The required spring auditions measure music reading ability, tone quality, hearing ability, and previous choral experience. This course requires strong skills and commitment and focuses on a vast, difficult, and comprehensive repertoire for performance at both school and community events. Bel Canto studies a wide range of repertoire from different cultures, time periods, languages, and difficulty levels including collegiate repertoire.
BAY ORCHESTRAS

String Orchestra is for students who wish to advance in ability to play an orchestral instrument (violin, viola, cello or double bass). Students are required to perform in several public concerts each year. A varied and challenging repertoire is studied for the development of technical skills and advanced musicianship, with selected band students incorporated for the purpose of full symphonic literature. Periodic playing tests, written exams and clinics are given with an emphasis on musical growth and personal expression. Individual practice at home is expected and required. The String Orchestra participates in domestic and international tours on a regular basis. Orchestra members are also called upon to play in the pit orchestra for the annual high school musical. Special supplies are required, including the purchase of specified performance attire and an orchestra instrument, some of which may be rented from the school.

**Concert Orchestra**

*Grade 9-12*

**Prerequisites:** Attainment of beginning level skills and director's permission

**Semester 1-2, One credit per semester**

This course offers instruction in the development of intermediate and advanced performing skills, including individual playing and ensemble techniques and disciplinary skills needed for performance. After school rehearsals and performances are required of all students as a part of the course.

**Chamber Orchestra**

*Grades 10-12*

**Prerequisites:** Successful audition and director's permission

**Semester 1-2, One credit per semester**

This course is designed to provide the advanced string musician the opportunity to develop and refine technical, musical, and ensemble skills necessary for advanced rehearsals and performances in and out of school. After school rehearsals and performances are required of all students as a part of the course.

**General Music Non-Performance Based Courses**

**World Drumming**

*Grades 10-12*

**Prerequisites:** None

**Semester 1 or 2, One credit**

In this one semester course, students learn how to play drumming and other percussion and melody instruments taught in the "oral tradition" with the expectation that each individual and each percussion pattern is treated with equal respect and expectation. The phrase "right now is the most important time" is the mantra of every day is a new day musical experience. Composition and the creative process are also taught. The geographic focus centers primarily in West Africa and Latin America, with students learning, creating and performing oral tradition music from Ghana and Cuba. The heart of this course is based on a cooperative environment created by the students present on any given day. Consequently, regular, daily, active participation is vital to success.

**Digital Music**

*Grades 10-12*

**Prerequisites:** None

**Semester 1 or 2, One credit**

In Digital Music, students learn to produce, mix, edit, engineer, and add special effects to music projects. The projects include personal compositions, mastering of prerecorded performances and sound mixing of live performances. As a result of this course, students develop creative and critical thinking skills, along with overall musicianship including basic music theory, composition, vocabulary and listening skills. Through this course, students may have the opportunity to work with professional studio musicians.

**American Pop Music: Evolution and Revolution**

*Pending School Board approval*

*Grades: 9-12*

**Semester 1 or 2, One credit**

Who’s your favorite American band? What makes their music the best? Can you prove it?
American Pop Music: Evolution and Revolution is a semester-long elective that will dive deeper into the past, present, and future of American Pop Music. With a lens on how popular music has evolved from family parlors and heirloom pianos to instant access to millions of songs via social media, this active-discussion and listening-based course sheds light on how instruments and recording has changed, how simple chord progressions became the quintessential American sound, and how studying the past 100 years might give us a glimpse of what we can expect to hear in the next century. If you enjoy discovering new music, exploring older influences on modern artists, and learning how to listen with an educated, critical ear, this is the class for you.

**Intermediate Digital Music**

**Grades: 10-12**

**Prerequisites: Successful completion of Digital Music**

**Semester 1 or 2, One credit**

In Intermediate Digital Music students will further their abilities to produce, mix, edit, engineer, and add special effects to a variety of digital recording projects. The projects include personal compositions, mastering of prerecorded performances, capturing, remixing, and mastering of live performances. Topics covered will include: Sampling, Live audio production, MIDI production, art of mixing and mastering, creating music for movies, working with musicians, and recording studio basics. We also utilize our professional grade live music recording studio in the music wing.

**Music Theory**

**Grades: 9-12**

**Prerequisites: Background or experience in music**

**Semester 1 or 2, One credit**

Music Theory is a one semester course that is designed to provide students the opportunity to build and expand upon their knowledge of music and its theoretical elements. Students will develop musical skills that will lead to a greater understanding of music composition and music theory. Through this course of study, students will learn to analyze, synthesize and create music with an understanding of the various techniques used in western music. Topics covered will include the fundamental elements of music (scales, tonality, intervals, chords) and the structural elements of music (cadences, harmony, melody, tonality, form). In addition, we listen to and discuss music of all genres throughout the year.

**AP Music Theory**

**Grades: 9-12**

**Prerequisites: Ability to read and write musical notation, or consent of instructor**

**Semester 1-2, One credit per semester**

This college preparatory music theory curriculum introduces the student to musicianship, theory, musical materials, and procedures. The course will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are important parts of the theory course. The student’s ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired at least basic performance skills in voice or an instrument.

Furthermore, students will complete additional ear-training exercises on music lab computers. These ear training exercises vary in difficulty and length. They are designed to sharpen the students’ aural perception and further prepare AP theory students to take the College Board AP Theory Exam. In addition, we listen to and discuss music of all genres throughout the year.

**MUSIC PARENTS ASSOCIATION WEBSITE:** [http://wfbmusicparents.wordpress.com/](http://wfbmusicparents.wordpress.com/)

**SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN**
Students are required by state law to complete three semesters of physical education in a sequence of three years. In exceptional medical cases or special circumstances, the sequence may be extended into senior year in order to fulfill these requirements. The student must pass the course requirements in order to pass the course. In addition, all students are swim tested each year and must pass the swim requirement before they graduate. All courses are coeducational, meet daily, are one credit and are included in the student’s GPA.

Physical education at Whitefish Bay High School is a "lifetime wellness-based" program. Students will experience a variety of fitness activities, lifetime activities, and sports, all aimed at developing present and lifetime wellness advocacy.

"0" Hour classes are conducted from 7:15-8:11 a.m. Due to limited enrollment, priorities will be given to juniors taking the class for a required credit followed by students who are taking a "0" hour class as an elective.

**Physical Education 9**
Grades: 9
Prerequisites: Pass swim test

The main goal of this class is to provide a foundation of skill development in various activities along with the understanding and application of exercise science concepts.

**Physical Education 9 - Swim**
Grades: 9
Prerequisites: Did not pass swim test

This course is designed for students who do not show evidence of being a proficient swimmer. Students receive swimming lessons until the required swimming proficient skills test is achieved. Once all students have passed the swimming test, the class then switches over to the PE 9 curriculum.

**Health**
Grades: 10
Prerequisites: None

The purpose of this course is to enable each student to acquire the knowledge and skills to make important decisions in mental, physical, emotional, and social well-being. Emphasis is placed on developing "health literate" students with the skills to practice life-long health-enhancing behaviors and reduce health risks.

**Individual Challenge**
Grades: 10-11
Prerequisites: PE 9

This course appeals to those students who enjoy individualized activities that may be competitive or noncompetitive. Activities may include racket sports like badminton, golf, tennis, and pickleball, table tennis, kayaking, golf, paddleboarding, frisbee golf, spike ball.

**Team Challenge**
Grades: 10-11
Prerequisites: PE 9

This course appeals to those students who desire competitive settings and engaging in team sport activities. Students will utilize previously learned skills and concepts while engaging in game play activities. This course may include football, soccer, lacrosse, hockey, basketball, volleyball, water polo, team handball, speedball, eclipse ball, etc.

**Lifetime Activities**
Grades: 10-11
Prerequisites: PE 9

This course appeals to those students who desire taking part in physical activity in a non-competitive setting. Students explore areas including fitness walking/jogging, weight training, yoga, Pilates, Zumba, dance, circuit training, Tae-Bo, core training, etc. At the end of the course, students will get the opportunity to design and implement a personalized fitness plan.
Zero Hour PE  
Grades: 10-11  
Prerequisites: PE 9

This class is for those who desire more scheduling flexibility and are self-motivated to perform well. Some of the unit offerings in this unique course include: outdoor education, floor hockey, dance, basketball, badminton, weight training, yoga, stress management, ultimate Frisbee, aerobic training, speedball, and volleyball.

**Personal Training**  
Grades: 10-12  
Prerequisites: PE 9

This course is for students who prefer a more individualized setting for fitness and training. In this course, students will be creating their own fitness plan collaborating with various professionals, coaches, etc. to design a program that best meets their personal fitness goals or athletic training needs. Students will then implement their individualized fitness plans throughout the duration of the semester. Students will be setting goals and performing self-reflections on their progress towards meeting those goals.

**Individual Challenge**  
Grades: 10-11  
Prerequisites: PE 9

This course appeals to those students who enjoy individualized activities that may be competitive or noncompetitive. Activities may include racket sports like badminton, golf, tennis, and pickleball, table tennis, kayaking, golf, paddleboarding, frisbee golf, spike ball.

**Team Challenge**  
Grades: 10-11  
Prerequisites: PE 9

This course appeals to those students who desire competitive settings and engaging in team sport activities. Students will utilize previously learned skills and concepts while engaging in game play activities. This course may include football, soccer, lacrosse, hockey, basketball, volleyball, water polo, team handball, speedball, and eclipse ball.

**Lifetime Activities**  
Grades: 10-11  
Prerequisites: PE 9

This course appeals to those students who desire taking part in physical activity in a non-competitive setting. Students explore areas including fitness walking/jogging, weight training, yoga, Pilates, Zumba, dance, circuit training, Tae-Bo, core training, etc. At the end of the course, students will get the opportunity to design and implement a personalized fitness plan.

**Everyday Yoga**  
Grades: 9-12  
Prerequisites: None

Yoga means to “unite” – the breath with the body. It famously has a style for EVERYONE’S needs – from the powerful/strength building, relaxing, building balance, flexibility, to just finding inner calm, concentration, and peace. It’s also great for self-discipline! Yoga is a class that is perfectly designed for diversity. Everyday Yoga will offer an opportunity for a diverse experience of many styles of yoga to meet the needs of the physically, mentally, or emotionally challenged, high level athletes, inflexible, injured, or stressed out. Perhaps you just don’t have the time or money to join an evening class! Ms. Burden is an RYT (Registered Yoga Teacher) and practicing enthusiast who will, joyfully, teach the class and bring in fellow teachers as occasional guests.

**Personal Training**  
Grades: 10-12  
Prerequisites: PE 9

This course is for students who prefer a more individualized setting for fitness and training. In this course, students will be creating their own fitness plan collaborating with various professionals, coaches, etc. to design a program that best meets their personal fitness goals or athletic training needs. Students will then implement their individualized fitness plans throughout the duration of the semester. Students will be setting goals and performing self-reflections on their progress towards meeting those goals.
Senior Team Challenge
Grades: 12
Prerequisites: None

This course appeals to seniors who desire to continue their participation in team sports and competitive activities. The course will follow a similar format as Team Challenge.

SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN
SCIENCE

Science Course Requirements:

For students graduating classes prior to 2021:
1. 1 year of Biology
2. 1 year of Physical Science (Chemistry or Physics)
3. 1 year of Science Elective

For the class of 2021 and beyond:
1. 1 year of Biology (“Biology”)
2. 1 year of Chemistry (“Chemistry in the Community” or “Chemistry”)
3. 1 year of Physics (“Physics Concepts and Applications”, “Physics”, “Principles of Engineering” or “AP Physics C – Mechanics”)

*The Whitefish Bay High School science staff strongly believe all students should develop a broad understanding of biology, chemistry and physics by completing coursework in each of these areas prior to graduation.

**Biology**
Grades 9-12
Prerequisites: Grade 9
Semester 1-2, One credit per semester

Biology is a laboratory science course required for graduation. It provides students with a general overview of biological subject matter, including major characteristics of life, cell biology, genetics, ecology, physiology/anatomy, and taxonomy.

**Chemistry**
Grades 10-12
Prerequisites: Successful completion of Biology and Algebra 1
Semester 1-2, One credit per semester

Chemistry is a high school chemistry course which involves scientific measurement, problem solving, classifying matter, studying atomic structure, using the periodic table, understanding the types of chemical bonds, molecular geometry, writing chemical formulas and balancing equations, stoichiometry, kinetic molecular theory, states of matter, solutions, thermochemistry, and redox reactions. Through lecture and discussion, textbook reading, lab demonstrations and laboratory experiments, Chemistry emphasizes practical applications, problem solving and critical thinking skills that will prepare students for their future.

**Chemistry in the Community (ChemComm)**
Grades 10-11
Prerequisites: Biology
Semester 1-2, One credit per semester

This is a laboratory intensive chemistry course where emphasis is placed upon real-world applications of chemistry and the relationship between chemistry, personal health, and life in the community. ChemComm includes quantitative calculations but with less emphasis on theoretical and mathematical applications than in Chemistry. ChemComm is not an ideal prerequisite for AP Biology or APES. Prior teacher approval would be required if you want to take those courses. ChemComm is not an acceptable prerequisite for AP Chemistry.

**Physics Concepts and Applications (Concepts)**
Grades 11-12
Prerequisites: Completion of Algebra 1
Semester 1-2, One credit per semester

Students in this course will explore the major topics of Physics through the use of hands-on laboratory explorations, teacher demonstrations, and projects. Students will learn proper laboratory and analysis techniques that will be used throughout the course to learn the main concepts of such topics as electricity, waves, energy, dynamics, and
kinematics. Students will demonstrate their knowledge on these topics through a series of hands-on projects that have strong connections to our everyday lives.

**Physics**  
**Grades 11-12**  
**Prerequisites:** Completion or concurrent enrollment in Advanced Algebra 2 / Trigonometry  
**Semester 1-2, One credit per semester**

Physics is the study of energy, space, and time at the most fundamental level. Physics principles provide the foundation for engineering, technology, and other scientific disciplines. Students will use empirical evidence to formulate and describe the relationships between physical quantities. These formulations are constituents to theories or models that provide a predictive and testable framework for describing the behavior of matter/energy in the universe. Physics is a college preparatory science course with emphasis on problem solving, laboratory techniques, and data analysis. Students will learn topics in both classical and modern physics that include kinematics, dynamics, gravitation, rotation, energy, momentum, mechanical waves, EM waves, and Relativity.

**Principles of Engineering**  
**Grades 10-12**  
**Prerequisites:** Successful completion of Geometry  
**Semester 1-2, One credit per semester**  
**Lab/Supply Fee - $15 for engineering notebook and other supplies**

Principals of Engineering is a foundational course in the Project Lead the Way engineering course sequence that introduces students to the fields of engineering and physics. Through hands-on exploration of various engineering and physics concepts, students will learn how engineers use math, science and technology to solve real world problems. The course covers several units including: Simple and Compound Machines, Energy Sources & Distribution, Electricity & Circuitry, Work, Power and Efficiency, Thermodynamics, Structural Properties, Force Vectors, Statics, Material Properties, Fluid Power and Dynamics. Students will also learn the fundamentals of robot/machine programming as well as work with robotics kits to build, program and test an autonomous machine.

Students may also elect from the following science course offerings. These courses may be selected upon completion of, or in addition to - not in place of - biology, chemistry and physics sequence of courses.

**Environmental Science**  
**Grades 11-12**  
**Prerequisites:** Successful completion of Biology, and ChemComm or Chemistry  
**Semester 1-2, One credit per semester**

Environmental Science is designed to provide students with the scientific principles and methodologies required to understand the interrelationships of the natural world and to apply that understanding to environmental problems and issues. Topics will include ecology and botany as well as economics, sociology, and government. Students will directly assess environmental quality through outdoor observation, water quality testing, soil and air analysis, and research in our botanical greenhouse. This course is designed to use scientific methodologies to understand ecosystems and assess human impact as well as evaluating solutions to environmental problems in the context of our culture.

**AP Biology**  
**Grades 11-12**  
**Prerequisites:** B- or better in both semesters of Biology and Chemistry. ChemComm students require teacher approval. Physics is highly recommended to be taken concurrently or prior to taking AP Biology.  
**Semester 1-2, One credit per semester**  
**Lab/Supply Fee - $25 additional supplies**

AP Biology will satisfy a year of science toward Whitefish Bay High School graduation and will provide one year (two semesters) of laboratory science for college entrance requirements. AP Biology covers the general areas of molecules and cells, genetics and evolution, organisms and populations. AP Biology has a strong laboratory emphasis and provides students with the conceptual framework, factual knowledge and analytical skills required to pass the College Board AP Examination given each May. Students passing the AP exam may earn college credit and may avail themselves of advanced placement opportunities at many colleges and universities. Students enrolled in AP Biology will be required to complete a summer assignment prior to the beginning of the AP
course. Dissection is a required part of the course expectations and will count significantly toward the fourth quarter grade.

**AP Chemistry**  
**Grades 11-12**  
**Prerequisites:** B or better in both semesters of Chemistry  
**Semester 1-2, One credit per semester**  
**Lab/Supply Fee - $25.00**

AP Chemistry will satisfy a year of science toward Whitefish Bay High School graduation and will provide one year (two semesters) of laboratory science for college entrance requirements. AP Chemistry is a course designed for students interested in science-related majors and careers. There are ten major units of study based on the AP Chemistry Curriculum Framework, including atomic theory, reaction types and stoichiometry, chemical bonding, states of matter, kinetics, thermodynamics, equilibrium, acids/bases, solution chemistry (buffers, titrations, solubility), and electrochemistry. College preparatory skills are developed through advanced problem solving, guided inquiry labs, and use of technology. *AP Chemistry lab and test days extend through ISH or after school until 4:00.* Students enrolled in AP Chemistry will be required to complete a summer assignment prior to the beginning of the AP course.

**AP Environmental Science (APES)**  
**Grades 11-12**  
**Prerequisites:** B- or better in both semesters of Biology and Chemistry. ChemComm students require teacher approval.  
**Semester 1-2, One credit per semester**  
**Lab/Supply Fee - $20.00**

AP Environmental Science is designed to provide students with the scientific principles and methodologies required to understand the interrelationships of the natural world and to apply that understanding to environmental problems and issues. Lectures, discussions, laboratory investigations, and field data collection and analysis will be used to identify and investigate environmental problems. Students will also evaluate the risks associated with these problems and examine potential solutions. The course is an application of biology, chemistry, and physics and integrates elements of history, politics, and economics into quantitative and qualitative assessment of the environment. The course is intended as preparation for the College Board Advanced Placement Exam given in May of each year. Because of this intent, APES is significantly more difficult and will require larger time commitment than the regular Environmental Science course.

**Calculus III / AP Physics C EM**  
**Prerequisite:** Completion of a Physics course and completion of AP Calculus AB or BC  
**Semester 1-2, One credit per semester (see instructor for math/science credit options)**  
**Lab/Supply Fee - $25.00**

Calculus III/AP Physics C EM is an advanced integrated course in mathematics, science, and technology. Calculus III concepts are introduced and applied to both physics and engineering applications related to Electromagnetic Theory which describes the behavior of the fundamental mechanisms of the universe. This course breaks out of the traditional mode of teaching advanced mathematics independent of rigorous science and technological applications. Core physics principles of kinematics, dynamics, and energy are covered in great depth along with advanced mathematical content such as vector products, partial derivatives, and line, surface and volume integrals. The lab component of the course covers the statistical treatment of data and includes the use of measurement hardware and data analysis software. Students will learn the integrated language of advanced mathematics and science so that they are able to express their ideas and understanding of applications through collaborative problem solving groups, projects, and presentations.

**AP Physics C - Mechanics**  
**Prerequisites:** Concurrent or completion of AP Calculus AB or BC  
*Students that are juniors may take Mechanics concurrently with Calculus AB or BC with consent of instructor.*  
**Semester 1-2, One credit per semester**  
**Lab/Supply Fee - $25**

AP Physics C is a calculus based physics course with emphasis on classical mechanics, data analysis, and project engineering. This is “Rocket Science!” Students will explore the dynamics of model rocketry through the use of computer aided design, flight modeling, model construction, and flight testing. AP Physics C is equivalent to a one semester college
physics course in mechanics that is required for science and engineering majors. Topics include kinematics, dynamics, energy, momentum, rotation, oscillations, and orbital mechanics.

The following courses are also options for students to fulfill an additional year of science. These courses can be taken for either science credit OR general electives towards graduation. These courses are to be selected upon completion of, or in addition to (not in place of) biology, chemistry and physics sequence.

**Principles of Biomedical Sciences**  
Grades 9-12  
Prerequisites: Completion of or concurrent enrollment in Algebra 1  
Semester 1 and 2 (Transcript as either two "Engineering" credits or one "Science - Elective" credit)  
Lab/Supply Fee - $25

In this Project Lead the Way Biomedical Science course, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, medical history, and explore medical treatments that might have prolonged the person’s life. These activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing students to design their own experiments to solve problems.

**Medical Interventions**  
Grades 10-12  
Prerequisites: Completion of or concurrent enrollment in Chemistry or ChemComm AND completion of or concurrent AdvGeo or Alg 2. Concurrent Geometry with consent of instructor. Semesters 1 and 2 (Transcript as either two "Engineering" credits or one "Science - Elective" credit)  
Lab/Supply Fee: $25

In this Project Lead the Way Biomedical Science course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Human Body Systems**  
Grades 10-12  
Prerequisites: Completion of or concurrent enrollment in Chemistry or ChemComm Semesters 1 and 2, (Transcript as either two "Engineering" credits or one "Science - Elective" credit)  
Lab/Supply Fee: $25

In this Project Lead the Way Biomedical Science course, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
Global Studies: Past & Present  
Grade 9  
Prerequisites: None  
Semester 1-2, One credit per Semester

Global Studies builds upon the World History segment begun in grades 6 and 7. It is an introductory level survey course of world events from 1800 to the present. The end goal of this course is to equip students with the skills, tools, and analytical thinking abilities to fully participate as a productive citizen in a changing world through analysis and understanding of past historical events and the relationship of those past events to today. This yearlong course is structured in 10 chronological units: A Review Bridge Unit (reviewing the building blocks of modern societies taken from the Renaissance, the Scientific Revolution, the Enlightenment, the English Civil War and finishing with the French Revolution), Industrial Revolution, Imperialism (Africa & SE Asia), Imperialism (China & Japan), World War I and the Russian Revolution, Between the Wars and the Rise of the Dictators, World War II, The Cold War, Emerging Nations and Struggles for Democracy, and Global Interdependence and Unresolved Problems in the Modern World.

United States History  
Grade 11  
Prerequisites: None  
Semester 1-2, One credit per semester

This is a survey course based on the history of America from the late 19th Century to the present. The first semester focuses on America from the late 19th Century through World War II. Second semester the content emphasizes post war America to the present. Emphasis is placed on major trends, historical inquiry, significant documents and relationships to present day events within the context of aiding students in the art of critical thinking and thinking like historians.

Economics  
Grade 10  
Prerequisites: Global Studies  
Semester 1 or 2, One credit

This course is designed to introduce students to the economic realities of the modern world. It is a myth that economics only involves the use of money. Economics focuses on the choices that people make every day as consumers, the choices made by business, and the choices made by government. Economics explores the reasons why society makes the choices it does and how those decisions may affect both the individual and the group. Economics is, in reality, a study of human behavior within the confines of various economic systems and laws. This course will introduce the concept that every decision made by our society, from consumer to business to government, has an economic cost and/or consequence. The process should allow the students to choose what for them or society in general would be the best combination of costs and benefits.

AP United States History  
Grade 11  
Prerequisites: Semester grades of B or better in freshman and sophomore English and Social Studies courses  
Semester 1-2, One credit per Semester

AP United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students’ college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present, with political, social, economic, intellectual, diplomatic, and cultural approaches. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay and research writing, interpretation of original documents and literature, and historiography, or the "history of history".
AP United States Government and Politics
Grade 12
Prerequisites: Semester grades of B or better in freshman, sophomore, and junior English and Social Studies courses
Semester 1-2, One credit per semester

Advanced Placement United States Government and Politics is a full year course designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret the United States government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. Upon completion of the course, students will take the spring AP exam.

American Government
Grade 12
Prerequisites: Junior year United States History
Semester 1 or 2, One credit

This course focuses on the principles and ideas behind our form of government and how it functions. The major topics of study include the Federal system, the US Constitution, state government, local government, the individual and the law, and the participating citizen.

Leadership for Social Justice
Grade 10-12
Prerequisites: None
Semester 1, One credit

This social studies elective course will consist of three main units. First, students will explore their own leadership strengths and areas of weakness, along with various leadership styles and their levels of effectiveness. Then, students will research and present on topics related to inequity, such as issues associated with gender, race, or sexual orientation. Finally, students will identify specific inequities they see in their school and community and, using a service learning format, will create an action plan including communication, networking and collaboration efforts to influence positive change.

Contemporary Issues
Grades 10-12
Prerequisites: None
Semester 1 or 2, One credit

In this course some current problems of society are studied. These problems may be international, national, state, or local. Through a study of current problems, the students discover ways in which the citizen can become better informed and actively involved in the democratic process. Student discussion is emphasized in this course. This semester long course may only be taken once.

This course will also include an additional fee for as the course text is a magazine subscription. Details by the teacher will be provided during the first week of the course.

World Cultures
Grades 10-12
Prerequisites: None
Semester 1 or 2, One credit

World Cultures is a course designed for those interested in studying the incredible diversity of our world by providing a tour of the history, cultures, and environments of our planet. Through the use of multiple sources, video, music, photography, literature, food and a whole host of experiences, students will discuss and explore topics that include life, death, religion, cultural traditions, family, the meaning of life, and stereotypes and prejudices. World Cultures provides a platform for students to learn about other cultures without traveling.

Economics (Elective)
Grade 12
Prerequisites: None
Semester 1 or 2, One credit

This course is designed to introduce students to the economic realities of the modern world. It is a myth that economics only involves the use of money. Economics focuses on the choices that people make every day as consumers, the choices made by business, and the choices made by government. Economics explores the reasons why society makes the choices it does and how those decisions may affect both the individual and the group. Economics
is, in reality, a study of human behavior within the confines of various economic systems and laws. This course will introduce the concept that every decision made by our society, from consumer to business to government, has an economic cost and/or consequence. The process should allow the students to choose what for them or society in general would be the best combination of costs and benefits.

**Psychology**  
**Grades 11-12**  
**Prerequisites:** None  
**Semester 1 or 2, One credit**

This survey course introduces students to the study of human development. Using basic methods of psychological research, students will learn about the various factors influencing human behavior. Topics of study will include sensory processes and perception, learning and memory, the structure of personality, abnormal psychology, and the biological basis of behavior. In-class experiments and demonstrations are frequently used to illustrate and clarify major concepts. An emphasis is placed upon students relating the course content to their own lives.

**AP Economics**  
**Grade 12**  
**Prerequisites:** Semester grades of B or better in Social Studies and upper-level Math courses  
**Semester 1-2, One credit per semester**

This course is actually two separate courses, with two separate AP Exams in the spring. The study of economics is divided into two main parts: macroeconomics and microeconomics. Using the university system as a base, the high school will offer a year-long microeconomics and macroeconomics survey. Microeconomics comes from the Greek work for "small". It is concerned less with the small elements in an economy that it is with the individual elements. It is the study of how the choices of individual decision-making units and the function of individual markets determine how society's scarce resources are allocated and how income is distributed among its members. Macroeconomics comes from the Greek word for "large". It is concerned less with the large elements in an economy than it is with the collective or aggregated elements, regardless of size. It is the study of how many and aggregate expenditure or investment behavior determines the levels of output, employment and prices within an entire economic system. Students will need to commit additional independent time and effort second semester for their preparation to take both the AP Macroeconomics Exam and the AP Microeconomics Exam in May.

**AP Psychology**  
**Grade 12**  
**Prerequisites:** None  
**Semester 1-2, One credit per semester**

Through the use of a systematic and scientific method of study, this AP course in Psychology will introduce students to the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles and theories associated with each of the major subfields of psychology - biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Students will also learn about and use methods of study employed by psychologists. This class is designed to be comparable to an introductory college course in psychology. In addition, all students are expected to take the AP exam given in the spring.

*SUFFICIENT ENROLLMENT IS REQUIRED IN ORDER FOR COURSES TO RUN*
Students must earn a C- or better to advance to the next world language level unless granted teacher exception.

If a student has a B- or higher for their level 1 language class, they may not repeat the class.

The following World Language courses fulfill the Cultural Art graduation requirements for the grades indicated.

**French Level 1**  
**Grades 9-12**  
**Prerequisites:** None  
**Semester 1-2, One credit per semester**

This beginning course aims at developing the basic skills of understanding, speaking, reading, and writing French. Topics include greetings, school vocabulary, family, food, house and community, leisure time activities, and nature and animals. Students also learn about francophone culture, with a specific emphasis on Paris.

**French Level 2**  
**Grades 9-12**  
**Prerequisites:** C- or better in French Level 1  
**Semester 1-2, One credit per semester**

This course seeks to increase the student's ability to understand, speak, read and write French. Topics include work and professions, travel, food, medical and health, daily routine, and childhood. Through these topics, students learn to express themselves in the present as well as past, expanding their ability to communicate. Students continue to learn more about francophone culture.

**French Level 3**  
**Grades 10-12**  
**Prerequisites:** C- or better in French Level 2  
**Semester 1-2, One credit per semester**

Third year French is an intermediate course meant to strengthen previously learned material and extend into more complex language use. Topics include interpersonal relationships, city life, ecology, and careers. Students also begin to explore film and literature as a way to acquire language and learn about culture.

**French Level 4**  
**Grades 11-12**  
**Prerequisites:** C- or better in French Level 3  
**Semester 1-2, One credit per semester**

In the course, students learn language through thematic units based on the themes of the AP exam. Topics include The Little Prince, health care, technology use, global challenges, history of France, and art. Students also review and practice more advanced grammatical structures and do AP style activities.

**AP French**  
**Grade 12**  
**Prerequisites:** C- or better in French Level 4  
**Semester 1-2, One credit per semester**

This is a college level course designed to prepare students for the College Board AP Exam in French Language. Satisfactory achievement on this exam carries college credit and advanced course placement at many colleges and universities. Beyond AP Exam preparation, students will find this course very useful in sharpening their facility in speaking, writing, and reading. The cultural focus is making comparisons between French speaking cultures and the US.
Students at all language levels are invited to participate in German Club and the biannual GAPP student exchange (14+ days) with our partner school (Weibelfeldschule) near Frankfurt, Germany.

**German Level 1**
**Grades 9-12**
**Prerequisites: None**
**Semester 1-2, One credit per semester**

In this entry-level class, students will develop basic language skills and cultural awareness about the German-speaking countries. Units of study include introductions, numbers, school, family, sports and leisure, friends, food and restaurant. Textbook (Mosaik 1) generated practice activities are supplemented with video clips, songs, projects, current events. Language structures targeted are articles, plural forms, question formation, verb conjugation, adjectives and adverbs, negation, present tense and conversational past tense, command forms, modal verbs.

**German Level 2**
**Grades 9-12**
**Prerequisites: C- or better in German Level 1**
**Semester 1-2, One credit per semester**

This course takes students from a beginner to an intermediate level by improving proficiency in listening, speaking, reading, and writing skills in the German language as well as deeper cultural awareness. Curricular units are based on the level 2 textbook (Mosaik 2) and cover topics such as celebrations, clothing, housing, vacations, means of transportation, and personal electronic devices. Language structures focus on multiple past tense forms, personal pronouns in the accusative and dative case, two-way prepositions, coordinating conjunctions, infinitive clauses, the comparative and superlative, as well as the possessive case.

**German Level 3**
**Grades 10-12**
**Prerequisites: C- or better in German Level 2**
**Semester 1-2, One credit per semester**

This intermediate course is designed to further develop students’ listening, speaking, reading and writing skills in German and deepen their cultural understanding of the German speaking countries. Teaching units follow the level 3 textbook (Mosaik 3) and include topics such as health and daily routines, running errands in town, jobs and careers, nature and the environment. More advanced grammatical concepts are introduced, such as reflexive and reciprocal verbs, the present and past subjunctive, subordinating conjunctions, future tense forms, adjective endings, indirect speech, and the passive voice.

**German Level 4**
**Grades 11-12**
**Prerequisites: C- or better in German Level 3**
**Semester 1-2, One credit per semester**

In this course, students will expand their abilities to understand, write about, and discuss topics in the German language. Teaching units revolve around some of the six AP German Language and Culture themes, such as art, technology, science and environment, and communities. The class is taught increasingly in German, and students learn to improve their listening, reading, writing, and speaking skills through tasks they will need to succeed on college exams the following year.

**AP German**
**Grades 12**
**Prerequisites: C- or better in German Level 4**
**Semester 1-2, One credit per semester**

This course is designed to prepare students for the College Board German AP examination. Success on this exam carries college credit and advanced placement status. Content units are designed to address the six AP themes for World Languages and the course is taught primarily in German. Authentic materials in form of nonfictional texts, audio and video recordings, movies, and literature are used to refine cultural understanding of the German-speaking world and language proficiency. Special focus is on preparing students for the specific AP Language exam tasks, such as reading and listening comprehension, persuasive essay, email response, conversation, and presentational speech.
Spanish Level 1
Grades 9-12
Prerequisites: None
Semester 1-2, One credit per semester

In this class, students are introduced to the fundamentals of understanding, speaking, reading, and writing Spanish. By the end of the course, students will be able to use the present tense to communicate about school, family, pastimes, sports, vacations, and shopping. Daily practice in all skills is provided through written, oral, listening and reading exercises. Exploring cultural aspects of Spanish-speaking countries is also an integral part of the course work.

Spanish Level 2
Grades 9-12
Prerequisites: C- or better in Spanish Level 1
Semester 1-2, One credit per semester

This course provides a continuing opportunity for students to develop their ability to read, speak, write, and understand Spanish. The course begins with a review of material learned in Spanish Level 1 and regular practice in the use of vocabulary is stressed with increasing emphasis placed on the structure of the language. By the end of Spanish 2, students will be able to use the present and past tense to communicate about daily routines, housing, food, health, childhood, and life events. Exploring the culture of Spanish speaking countries continues to be an important part of this course.

Spanish Level 3
Grades 10-12
Prerequisites: C- or better in Spanish Level 2
Semester 1-2, One credit per semester

Students continue to develop their skills in reading, writing, speaking and listening using authentic resources. The year begins with a review of previously learned grammar focused on student expression in present and past time frames. By the end of Spanish 3, students will also be able to talk about the future and hypothetical situations. Students will be able to communicate about various topics such as: the environment, technology, art, wellbeing and city life. Cultural topics provide a framework for vocabulary and grammar learning.

Spanish Level 4
Grades 11-12
Prerequisites: C- or better in Spanish Level 3
Semester 1-2, One credit per semester

This class provides students more opportunity to hone their ability to read Spanish literature of average difficulty, to understand conversation of average tempo and to communicate successfully in the language. Students will begin to use a variety of tenses concurrently in order to speak and write more naturally in the Spanish language. Students will have daily opportunities to improve their speaking, listening and writing abilities. By the end of Spanish 4 students will have a working knowledge of all the grammatical tenses and be able to: convey their hopes, wishes and opinions; story-tell in the past, present and future; compare and contrast their lives to the lives of people in other parts of the world; discuss their opinions and know and be able to discuss a number of cultural aspects.

Hispanic Literature
Grade 12
Prerequisites: Concurrent enrollment or C- or better in Spanish Level 4
Semester 1-2, One credit per semester

This is an advanced class that may serve as an alternative to AP Spanish or be taken alongside the AP Spanish class. Hispanic lit helps to bridge the gap between high school and college level expectations. Students are introduced to both classic and modern Hispanic, Spanish and Latin American literary texts and their historical, cultural, and theoretical contexts. Students practice critical reading and oral and written analysis of the literary works. Grammar is taught and used in context with the readings. Students also view movies and telenovelas to further explore different themes expressed through the literature. This class gives students the experience and opportunity to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

AP Spanish
Grade 12
Prerequisites: C- or better Spanish Level 4
Semester 1-2, One credit per semester
This is a college level course designed to prepare students to take the College Board AP Spanish Language Exam and college placement tests and coursework. Satisfactory achievement on this exam carries college credit and advanced course placement in college. Emphasis is on building and refining the skills of speaking, listening, reading, and writing within different cultural themes and current events. This course requires the purchase of textbooks in the amount of approximately $100.

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