# Whitefish Bay High School

## Academic/Career Planning and Course Guide

2025 - 2026

## TABLE OF CONTENTS



## ACADEMIC HANDBOOK: COURSES BY DEPARTMENT

Whitefish Bay
HIGH SCHOOL

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www.wfbschools.com

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 fourteen career clusters, accompanied by a list of academic 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 life, college and career ready, armed with both the knowledge and skills to thrive in a changing, global society.

Go Dukes!

Amy Levek
Principal
Whitefish Bay High School

Whitefish Bay
SCHOOL DISTRICT

# FOCUS PLAN

## VISION

*An Exceptional Place to Learn*

## MISSION

The Whitefish Bay School District, in partnership with families and community, is student-centered with a tradition of educational excellence that:

- Supports the individual needs of the whole child in a safe, caring, and inclusive learning environment;
- Empowers students with the knowledge, skills, dispositions, and character necessary to thrive in an ever-changing, global society so that students are life, career, and college ready;
- Honors the diversity of all students and the pursuit of educational equity*.

## VALUES

**Educational Equity and Excellence:**
We maintain high expectations for personal growth and achievement.

**Tradition and Innovation:**
We acknowledge the past and commit to continuous improvement.

**Safety and Well-being:**
We strive for a safe and welcoming environment that fosters individual and collective welfare.

**Individual and Community:**
We develop the talents and skills of individual learners and collaborative teams.

**Stewardship and Integrity:**
We serve through principled and strategic decision-making and allocation of resources.

## GOALS

### *An Exceptional Place to...*

**Learn:**
Every student will continuously grow to meet or exceed academic learning targets and social emotional competencies.

**Work:**
Every staff member will experience an environment where they are valued, developed, and supported.

**Engage:**
The community will be provided with opportunities to be involved in activities that promote collective growth, learning, and well-being.

***Educational Equity** "means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income" (Wisconsin Department of Public Instruction, 2023).

**School Board Approved: April 10, 2024**

## 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

The Board is committed and dedicated to the task of providing the best education possible for every student in the District. The right of the student to be admitted to school and to participate fully in curricular, career and technical education, co-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, religion, national origin, ancestry, creed, pregnancy or related conditions, marital or parental status, sexual orientation, sex stereotypes, sex characteristics, disability, physical attributes, gender identity, or social, economic or family status ("Protected Classes").

The Board has established the following processes and procedures to investigate all allegations of discrimination, other than sex discrimination covered by Board Policy 411.3 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. In the event that discrimination prohibited under this Policy is substantiated through these processes and procedures, immediate steps designed to end the discrimination must be taken to prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in discrimination prohibited under this Policy will be subject to appropriate disciplinary action.

### Definitions

The following terms used in this Policy shall have the meanings as defined herein. Any word or term not defined herein will be construed in accordance with their plain and ordinary meaning.

**Complainant** is the student who is alleged to be the victim of conduct that could constitute discrimination prohibited under this Policy.

**Day(s)** means business days, unless explicitly stated otherwise when used.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute discrimination prohibited under this Policy.

**Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, monitoring of certain areas of school grounds, and other similar measures.

### Compliance Officers ("COs")

The Board has designated the following individuals to serve as the District's Compliance Officers ("COs"):

- **Tim Lemke**
  Director of Special Education & Pupil Services
  414-963-3871
  tim.lemke@wfbschools.com

- **Hannah Chin**
  Human Resources Manager & Associate Legal Counsel
  414-963-3881
  hannah.chin@wfbschools.com

**Reporting Possible Discrimination Prohibited Under This Policy**
Reporting procedures are as follows:

A. Any student who believes they have been subjected or are currently being subjected to discrimination prohibited under this Policy are encouraged to report the alleged discrimination to a CO, or any other District employee.

B. Any parent or guardian of a student who believes their student has been subjected or is currently being subjected to discrimination prohibited under this Policy are encouraged to report the alleged discrimination to a CO, or any other District employee.

C. Any District employee who has knowledge or has received notice of alleged discrimination prohibited under this Policy, shall report the alleged discrimination to a CO within two (2) days.

D. Any person with knowledge or belief that a student has been subjected or is currently being subjected to discrimination prohibited under this Policy are encouraged to report the alleged discrimination to a CO, or any other District employee.

Any individual who reports allegations of discrimination prohibited under this Policy are encouraged to use the Report of Bullying, Harassment, and/or Hazing Form (Policy 411.5 Exhibit) when making their report of alleged discrimination prohibited under this Policy to a CO or District employee. However, oral reports to a CO or a District employee are considered reports of discrimination as well. Upon receipt of a written or oral report of discrimination prohibited under this Policy, a CO will contact the Complainant and begin the formal or informal process described herein, or the CO will designate a specific administrator to conduct the process necessary for an informal or formal investigation. Upon receiving a complaint, the CO will consider whether any action should be taken during the pendency of a complaint to protect the Complainant from further discrimination or retaliation.

- **In the event that the conduct alleged, if proven, may be considered harassment per Board Policy 411.1 - Student Anti-Harassment, the CO shall process the complaint under Board Policy 411.1.**

- **In the event that the conduct alleged, if proven, may be considered sex discrimination, including sex-based harassment, per Board Policy 411.3 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, the CO shall refer the matter to a Title IX Coordinator to process the complaint under Board Policy 411.3.**

- **In the event that the conduct alleged, if proven, may be considered bullying and/or hazing per Board Policy 411.2- Bullying and/or Hazing, the CO may elect to refer the matter to the building principal or associate principal to process the complaint under Board Policy 411.2.**

**Notice and Optional Informal Resolution of Discrimination Complaint Under This Policy**
As soon as practicable, but generally, within two (2) days of receiving a complaint of discrimination prohibited under this Policy, the CO, or CO's designee, will initiate an investigation by confirming receipt of the complaint with the Complainant and inform the Complainant of the discrimination investigation process described herein.

As soon as it is appropriate, the CO or CO's designee, will inform the Respondent that a complaint has been received. The Respondent will be provided with this Policy, will be informed about the nature of the allegations, and must have the opportunity to respond to the complaint. The District encourages the informal resolution of student discrimination complaints or concerns. Once a CO, or CO's designee, receives a complaint of discrimination prohibited under this Policy, the CO, or CO's designee, shall discuss with the Complainant the ability to resolve the complaint of discrimination informally. Both the Complainant and Respondent must agree to informal resolution. If this informal resolution process or outcome is not acceptable to the Complainant, they may continue with the formal procedures according to the steps set forth below. If the CO, or CO's designee and the Complainant agree the matter may be resolved informally, the CO or the CO's designee shall respond to the complaint and describe the agreement to resolve the complaint informally, in writing, within fifteen (15) days.

**Investigative Process and Procedures**

Step 1: Investigation and Written Determination

If the complaint is not resolved informally, the CO or the CO's designee shall investigate the complaint, which will typically include:

(1) interviewing the Complainant;
(2) interviewing the Respondent;
(3) interviewing any other witness(es) who reasonably may be expected to have relevant information, as determined by the CO or CO's designee; and
(4) gathering and considering any documentation or other evidence from the Complainant, Respondent, or any other witness(es) which may be considered relevant, as determined by the CO or the CO's designee.

Once the investigation has concluded, the CO shall prepare a written determination summarizing the factual findings and final determination of whether or not discrimination prohibited under this Policy occurred. This written determination shall be made within thirty (30) days of the commencement of the investigation unless additional time is needed. If additional time is needed, the CO shall provide written notification to all parties. In the event that the CO designates an administrator to conduct the investigation, the CO's designee shall prepare written factual findings and recommendations and provide them to the CO within thirty (30) days of the commencement of the investigation. The CO will review the written factual findings and recommendations and shall prepare a written determination within ten (10) days of receiving the written factual findings and recommendations from the CO's designee. Nothing herein shall prevent a CO, or CO's designee from consulting with legal counsel at any point during the investigation process or before finalizing the written determination or factual findings and recommendations.

**If, at any time during the investigation of alleged discrimination, the investigator believes that the reported misconduct involves allegations of harassment per Board Policy 411.1 - Student Anti-Harassment, the CO shall investigate and follow all processes and procedures under Board Policy 411.1.**

**If, at any time during the investigation of alleged discrimination, the investigator believes that the reported misconduct involves allegations of sex discrimination, including sex-based harassment, per Board Policy 411.3 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, the CO shall refer the matter to a Title IX Coordinator who shall designate an investigator to investigate and follow all processes and procedures under Board Policy 411.3.**

**If, at any time during the investigation of alleged discrimination, the investigator believes that the reported misconduct involves allegations of bullying and/or hazing per Board Policy 411.2 - Bullying and/or Hazing, the CO may refer the matter to the building principal or associate principal to investigate and follow all processes and procedures under Board Policy 411.2.**

Step 2: Appeal to District Administrator

If the Complainant or Respondent wishes to appeal the decision of the CO, they may submit a signed statement of appeal to the District Administrator within five (5) days. The District Administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the appeal within thirty (30) days unless additional time is needed. The decision of the District Administrator shall be final. In all cases, a final determination concerning the complaint shall be issued within ninety (90) days of receipt of the complaint unless additional time is agreed to by the Complainant.

Nothing herein shall prevent the District Administrator from consulting with legal counsel at any point during this process or before finalizing the written response to the appeal.

Step 3: Appeal to State Superintendent of Public Instruction

If, at this point, the complaint has not been satisfactorily settled, further appeal may be made within thirty (30) days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707. An appeal to the DPI should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the Complainant believe discrimination occurred; and the relief or outcome the Complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal. In addition, the Complainant may appeal directly to the DPI if the District has not provided written acknowledgement within forty-five (45) days of receipt of the complaint or has not made a determination within ninety (90) days of receipt of the written complaint. In some circumstances, a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR), 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604, as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

**Other Violations of this Nondiscrimination Policy**

Additional violations of this Policy occur when:

(1) an individual retaliates against a person who has made a report or filed a complaint alleging discrimination prohibited under this Policy;
(2) an individual retaliates against a person who participates as a witness in a discrimination investigation under this Policy;
(3) an individual files a malicious or knowingly false report or complaint of discrimination under this Policy;
(4) a District employee fails to report suspected discrimination prohibited under this Policy when the District employee has knowledge of or has been provided notice of the suspected discrimination; or
(5) a CO or CO's designee disregards or fails to investigate allegations of discrimination prohibited under this Policy.

Complaints alleging retaliation relating to discrimination prohibited under this Policy may be filed according to the complaint processes and procedures contained in this Policy.

**District Interventions Following Reports and Substantiated Incidents of Discrimination Prohibited Under This Policy Involving Students**

Following any substantiated incident of discrimination prohibited under this Policy involving a student victim, the building principal, CO, and/or the District Administrator shall work with the student and their family to design and implement supportive measures.

**Conflict**

Conflict involves interactions that generally occur in the heat of the moment. Conflict often arises from a difference of opinion and most of the time the parties involved are equally engaged and upset. Conflict is typically neither planned nor ongoing as it tends to occur intermittently, and those involved have a shared interest and ability to find resolution. Conflict may include, but is not limited to, arguments, unkind or cruel expressions, insensitive jokes, exclusions from activities, social exclusion, etc. There are many instances and examples of behavior that constitutes conflict between and amongst students which may not rise to the level of discrimination. In situations where discrimination prohibited under this Policy is not substantiated, and conduct is determined to be conflict, the District may consider whether the conduct nevertheless warrants discipline in accordance with other Board and/or District policies. If the alleged conduct is determined to be conflict and not discrimination prohibited under this Policy, a CO and/or administration will attempt to work with all parties to eliminate the conflict.

**Sanctions and Disciplinary Action**

The Board vigorously enforces its prohibitions against discrimination prohibited under this Policy by taking appropriate action reasonably calculated to stop the discrimination and prevent further misconduct. Therefore, if the District issues a determination under these procedures that a student has engaged in conduct that constitutes discrimination in violation of this Board Policy, the building principal and/or District Administrator shall specify in

writing for the student and their parent or guardian: (1) any school-related consequences that the District is imposing on the student; and/or (2) any other interventions that the District intends to implement to promote positive changes in the student's interpersonal skills, communication skills, socio-emotional development and/or general behavior moving forward. All disciplinary action will be taken in accordance with applicable law and the totality of the circumstances shall be considered, taking into account the age and maturity of all students involved.

**Notice**

Notice of this Policy shall be published at the beginning of each school year on the District's website. In addition, the Board's Policy on Nondiscrimination and Equal Access to Equal Educational Opportunity and the identity of the District's COs will be included in student and staff handbooks and other published materials distributed to the public describing school activities and opportunities.

**Additional School District Action**

If, at any point, the evidence suggests that the alleged conduct is a crime or requires mandatory reporting under Wis. Stat. § 48.981, the CO or District Administrator shall report the alleged conduct to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes. Such a report to a social service and/or law enforcement agency shall not terminate the CO's obligations and responsibilities under this Policy, without good cause after consultation with legal counsel.

**Privacy/Confidentiality**

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses, consistent with the District's legal obligations to investigate and take appropriate action. However, given the nature of investigations, confidentiality cannot be guaranteed as Respondents must be provided with an opportunity to meaningfully respond to allegations, which often include disclosure of the Complainant's identity. All records created pursuant to this Policy shall be maintained as confidential to the extent permitted by law. Throughout the course of an investigation, a CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation shall not disclose any information that is learned during the course of the investigation.

**District Employees as Respondent or Witness**

Administrative leave may be appropriate in situations where there is a need to protect the safety of any individual or the integrity of the investigation. At any point during the investigation process under this Policy, the CO may recommend to the District Administrator that any employee involved in an investigation under this Policy should be placed on administrative leave pending resolution of the matter. In the event that the District Administrator is the Respondent, the CO shall make such a recommendation for administrative leave to the Board.
Additionally, every District employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

**Retention of Complaint Records and Materials**

The CO is responsible for overseeing the retention of all records that must be maintained pursuant to this Policy. Records shall be kept of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals, including but not limited to:

A. The name of the Complainant and their title or status (if any).
B. The date the complaint was filed.
C. The specific allegation made and any corrective action requested by the Complainant.
D. The name(s) of the Respondent(s).
E. The levels of processing followed, and the resolution, date and decision-making authority at each level.
F. A summary of facts and evidence presented by each party involved.
G. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

## 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 guardians 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.

**All students must pass the swim test or enroll in PE-9 Swim.

### 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:

| | |
|---|---|
| English - 8 credits | Health/Physical Education - 4 credits |
| Social Studies - 6 credits | Computer Science - 1 credit |
| Mathematics - 6 credits | Cultural Arts - 2 credits |
| Science - 6 credits | Electives - 7 credits |

## COURSE REQUIREMENTS

| Subject | Grade | Course |
|---|---|---|
| English | 9 | English 1 and English 2 |
| | 10 | English 3 and English 4 |
| | 11 | Advanced Composition and one semester literature course |
| | 12 | Two semester-long literature courses |
| Social Studies | 9 | Global Studies (year-long) |
| | 10 | Economics (one semester) *meets the financial literacy requirement for the State of Wisconsin for classes '25-'27* |
| | 11 | United States History (year-long) |
| | 12 | American Government (one semester) |
| Physical Education | 9 | Physical Education 9 or PE Swim (swim proficiency is a required standard) |
| | 10 | Health (one semester) |
| | 10-12 | Physical Education course (two semesters) must be taken in 2 different years |
| Mathematics | 9-12 | Six credits |
| Science | 9-12 | Biology, Chemistry and Physics (Principles of Engineering counts as Physics) |
| Computer Science | 10-12 | One credit (Computer Concepts or Computer Science) *required for classes '25-'27* |
| Cultural Arts | 9-12 | Two credits in one of the following areas: Art, Drama, Music, Woodworking 1 & 2, or World Languages |
| Personal Finance | 10-12 | One credit *required for classes '28 and beyond* |

**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 Recommendation 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.

***Commencement:***
In order to participate in the commencement ceremony, students must complete graduation requirements prior to the date of the ceremony.

**WFBHS Graduation Requirements (40 Credits min.)**
*See Policy 345.6*

**Course Planning Sheet**

| FRESHMAN YEAR | | SOPHOMORE YEAR | |
|---|---|---|---|
| English 1 | English 2 | English 3 | English 4 |
| Global Studies | Global Studies | Economics | Health 10 |
| Math | Math | Math | Math |
| Biology | Biology | Chemistry/Chemistry in the Community | Chemistry/Chemistry in the Community |
| PE 9 or PE 9 Swim | | | |
| | | | |
| | | | |

| JUNIOR YEAR | | SENIOR YEAR | |
|---|---|---|---|
| Advanced Composition | Literature choice | Literature choice | Literature choice |
| U.S. History | U.S. History | American Government | |
| Math | Math | | |
| Science | Science | | |
| | | | |
| | | | |
| | | | |

*Advanced Placement options available in many departments. Please see the course descriptions for further details.*

**Other Requirements:**

- ➢ 1 credit Computers (Computer Concepts or Computer Science) ***for Classes 2027-2025****
- ➢ 1 credit Personal Finance ****for Class of 2028 and beyond****
- ➢ 2 credits of Cultural Arts (art, drama/theatre, music, woodworking, or World Language)
- ➢ 7 additional credits (your choice)

*Note: **Physics is required for graduation**. This can be taken junior or senior year. Physics, Physics Concepts and Applications, or Principles of Engineering will count.
*Note: **Two additional PE courses must be taken in grades 10-12**. They may not be taken in the same year.

## AWARDING CREDIT & GRADES ON A TRANSCRIPT

When transferring from another school, 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: Whitefish Bay 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.

Other Enrichment courses taken prior to September 1 of the 9th grade will not appear on the transcript

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, as all graduation requirements must be taken here. 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. 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 2.0 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)**
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. https://dpi.wi.gov/dual-enrollment/eccp

**Start College Now**
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).

**Part Time Open Enrollment**
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.

**Dual Enrollment**
Whitefish Bay High School will accept applications for Dual Enrollment Programs except in Practical Nursing and Pre-Nursing/General Studies. Many of the coursework offered in these programs have substantial overlap to existing courses at the high school.

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.*

**18 maximum credits paid by Whitefish Bay High School.*

**Transcripted Credit (TC)**
Upon completion of the WFB HS course, students will receive credit for a college equivalent course that will be placed on a respective college transcript for that student. Upon completion of the dual credit courses, students will need to contact the issuing college to obtain a copy of the post-secondary transcript.

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

**ACP Experience:** Taken from the Department of Public Instruction, "ACP is intended to equip students and their families with the tools necessary to make more informed choices about post-secondary education, training, careers for life after high school." Students may participate in outside experiences that clearly align to their Academic and Career Plan (ACP) and earn high school elective credit. Examples may include internships, training programs, apprenticeships, etc. Students who seek these opportunities for themselves should consult with their school counselor and gain administrative approval. Documentation must be provided to confirm the time that will be spent away from school. *

**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. *

**Teacher 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, Science, 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. *

**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. After the course selection window closes and sections are established in March, changes will not be considered until initial student schedules have been generated.

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. Chemistry to ChemComm) is made in consultation with student, parent, counselor, teacher and administration input. Must be done prior to 8 weeks remaining in the course. Students transferring levels will begin with the same grade percentage they had in the class they are leaving.

## 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
Precalculus
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 (incomplete) will be issued. Students who are unable to complete a course based on a medical condition, that causes them to be out of school for an extended time, are given an M (medical) and no credit is earned.

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 summative assessments.

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:

| | | | | | |
|---|---|---|---|---|---|
| A 4.000 | B+ 3.333 | B- 2.667 | C 2.000 | D+ 1.333 | D- 0.667 |
| A- 3.667 | B 3.000 | C+ 2.333 | C- 1.667 | D 1.000 | F 0.000 |

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 2 hours, but teachers may allow students to work beyond this time, up to 2 hours and 15 minutes. 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 quarter of Freshman year, all students are required to attend ISHP 2x/weekly.

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. Students may schedule appointments through the digital writing lab during their study hall or English class period.

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 (LC)** is an important part of our multi-level systems of support (MTSS) framework. Led by certified teachers, the LC offers a general academic support system for approximately 12 to 16 students per hour. The LC provides a structured study hall setting for homework help, study strategies, organizational assistance, and small group reteaching. Additional services include math and reading intervention and alternative credit earning options to students who qualify. LC placement is contingent on both counselor and LC teacher approval based on grades, test scores, and/or individual student needs and circumstances. Any student may also access the LC on a walk-in basis and during ISHP.

**Advisory/Homeroom** takes place on a monthly basis. The purpose of Advisory/Homeroom is to address important topics such as school safety, 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

Naviance
College & Career Readiness Platform

## COLLEGE ADMISSION CONSIDERATIONS

Given that roughly ninety percent of Whitefish Bay High School graduates plan to go on to 2 and 4 year colleges, 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, student essays, community service, and special talents in areas such as art, music, drama or athletics, and sometimes performance on college entrance tests. 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 and Advanced Placement Exams. The ACT Program administers the PreACT and ACT with Writing. Detailed information concerning these tests is provided to students as part of the college counseling program.

## STANDARDIZED TESTS

1. PreACT: First pre-test in the ACT series – taken spring of 9$^{th}$ grade
2. PreACT: Second pre-test in the ACT series – taken spring of 10$^{th}$ grade
3. WI Forward Social Studies Assessment Grade 10 – taken spring of 10$^{th}$ grade
4. ACT with Writing – Final tests in the ACT series Grade 11 – taken late Feb./March of 11$^{th}$ 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): 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 by spring semester of the sophomore year. The designation of valedictorian and salutatorian will be given to the two students with the highest GPAs in their class who meet the criteria for Honor 10.

## DIRECT ADMIT

Direct Admit Wisconsin is an initiative by the Universities of Wisconsin to proactively offer admission to qualifying high school students in between their junior and senior years of high school. This program applies to all Universities of Wisconsin except LaCrosse, Eau Claire and Madison. Direct admission removes the traditional application process and instead uses data provided by the high school to admit students to universities. Juniors may opt-out of this program if they choose.

## WISCONSIN GUARANTEE

The Wisconsin Guarantee offers guaranteed admission to all Universities of Wisconsin (UW) universities for all who qualify. Applicants from Wisconsin high schools who are in the top 10% of their class at the end of 11th grade will be guaranteed admission to all UW universities except UW-Madison. Additionally, applicants from Wisconsin high schools who are in the top 5% of their class at the end of 11th grade will be guaranteed admission to UW-Madison provided that they apply on or before the Early Action deadline. Students in the top 5% and 10% are notified mid-summer of their standing.

## WHITEFISH BAY HIGH SCHOOL COUNSELING DEPARTMENT

COLLEGE AND CAREER PLANNING GUIDE

The Whitefish Bay High School counselors have developed a long-range 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 transition meeting:** Counselors meet with incoming freshmen and their parents/guardians in the spring (March/April) to learn about high school and prepare for the transition from middle school to high school. Together, they review the student's completed Naviance incoming freshman survey in order to help guide the discussion. Topics during the meeting include:

- Discuss high school schedule, advisory, ISHP/lunch period, and resources for support.
- Review course selections.
- Learn about the extracurricular activities offered at the high school.
- Review ACP process and Naviance work that will be completed during high school career.

****Eighth Grade Parent Information Night*** offered to parents in January (prior to the spring transition meeting).

**Freshman Year: Self Exploration**

In late September, counselors continue with transition by checking in with their freshmen in both a large and small group format during their Global Studies class. The lesson begins by reviewing important high school information to the whole group (topics related to the ACP process and course planning are discussed). Then, students break out into small groups with their counselor to further discuss the first few weeks of school and transition. Later in the semester, counselors return to the Biology classes and have freshmen complete the ***Personality*** inventory in Naviance. The focus of the inventory is self-exploration. It is based on the Myers-Briggs Type Personality Assessment.

Other agenda items for completion:

*4-year academic course plan*

*Set one academic goal and one personal goal*

**Sophomore Year: Career Exploration**

Sophomores complete the ***Career Interest Profiler*** which is a career interest survey about interest in types of work activities. Counselors come to the Economics classrooms to conduct the lesson using Naviance and guide students in completing the inventory. The results from the inventory 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.

Other agenda items for completion:

*Update 4-year plan/personal goals*

*Complete Part 1 of Game Plan Survey*

****Sophomore Parent Information Night*** held in late January/early February.

**Junior Year: Post-Secondary Exploration**

In the fall, juniors and their parents are invited to attend *Junior Parent Information Night* where they receive information related to courses, post-secondary options, careers, and a demonstration/review of Naviance. In October, counselors attend history classes to lead a Naviance lesson, where they are instructed to complete the ***Career Cluster Finder*** for their career activity and ***Game Plan*** survey.

Between November and February, juniors and parents/guardians are invited to attend the junior conference with their counselor. In this meeting, counselors review the student's transcript, standardized test scores, college and career goals/plans, prospective college choices, and completed inventories/surveys. Students are strongly encouraged to continue researching post-secondary options and possibilities throughout the school year and over the summer. Counselors also help to introduce the beginning process of drafting a college essay in Advanced Composition classes. Each student is required to write a college essay as a part of the class curriculum. It is one of the final writing pieces towards the end of the semester. Counselors discuss and provide college essay prompts and examples.

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*
*College Essay through Advanced Composition class*
****Junior Parent Information Night*** held in October.

**Senior Year: On the Road to Post-Secondary Options**
In early September, the counselors hold their annual mandatory ***Senior Dish Out*** meeting. 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. In fall, a financial aid workshop is offered for seniors and their parents/guardians. 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.

**Offering for grades 9-11**: 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 is 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 including small liberal arts colleges to large state universities to technical colleges, military schools and HBCUs. Each student's advice and perspective will hopefully create a fuller picture of the process, dispelling myths as well as providing insight.

Other agenda items for completion throughout senior year:
*College applications*
*Scholarships*
*Complete Senior Exit survey*

****Financial Aid Night*** for students and families held in the fall semester to help explain and review the financial aid process.

**CERTIFICATE OF GLOBAL COMPETENCY PROGRAM**

The Certificate of Global Competency 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 Certificate of Global Competency 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.
-Students must complete at least 8 credits of coursework with a global focus (each semester is one credit). Two of those credits (one year) may be of a second world language.

| | |
|---|---|
| **Science** | Environmental Science, AP Environmental Science |
| **World Geography/Cultures** | Contemporary Issues, World Cultures |
| **Social Studies** | Global Studies, Black History |
| **Literature** | British Literature, Modern Thought in Literature, World Literature, Hispanic Literature, AP Literature & Composition |
| **Music, Drama, and Visual Arts** | AP Art History, Bel Canto |

Look for this Global icon for the courses approved to meet the Certificate of Global Competency.

**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: https://bit.ly/3uUJZQK

## Whitefish Bay Career Pathways for Learning

First of all, what are Career Pathways?

Career pathways are a series of connected education, training, and support strategies aimed at helping students achieve their own definition of success. For students, career pathways align education and training with the needs of the local job market, provide a range of post-secondary options, result in a high school diploma with at least one industry-recognized credential, and help students enter or advance within an occupation. For schools, career pathways provide a specific academic & career plan (ACP) for some occupations. This allows schools to focus on student and curriculum activities with input and support from regional employers and higher education.

Whitefish Bay High School has developed curricular opportunities for students to learn in an integrated, project-based, hands-on learning environment. Pathways are recommended courses taken in high school that can prepare students for specific career clusters or majors in college.
Pathways Wisconsin

**Patient Care Pathway**

| Grade | Required Courses for Pathway | Select at least one experience |
|---|---|---|
| 9th | Biology*<br>PLTW: Biomedical Sciences** | HOSA- Future Health Professionals (co-curricular) |
| 10th | Chemistry*<br>PLTW: Biomedical Sciences**<br>PLTW: Medical Interventions**<br>PLTW: Human Body Systems** | HOSA- Future Health Professionals (co-curricular) |
| 11th | PLTW: Biomedical Sciences**<br>PLTW: Medical Interventions**<br>PLTW: Human Body Systems**<br>AP Biology**<br>AP Chemistry** | HOSA- Future Health Professionals (co-curricular) |

| | | |
|---|---|---|
| 12th | PLTW: Biomedical Sciences**<br>PLTW: Medical Interventions**<br>PLTW: Human Body Systems**<br>Psychology or AP Psychology**<br>AP Biology**<br>AP Chemistry** | HOSA- Future Health Professionals (co-curricular)<br>Work study related job experience |

*Required courses
**Recommended courses (PLTW stands for Project Lead the Way)

**Business Administration in Finance Pathway**

| Grade | Recommended Courses for Pathway | Select at least one experience |
|---|---|---|
| 9th | Introduction to Business | Business Club<br>Investment Club<br>FBLA-Future Business Leaders of America |
| 10th | *Economics<br>Marketing and/or Sports & Entertainment Marketing | Business Club<br>Investment Club<br>FBLA-Future Business Leaders of America |
| 11th | Personal Finance<br>Business Law | Business Club<br>Investment Club<br>FBLA-Future Business Leaders of America |
| 12th | Accounting<br>AP Economics | Business Club<br>Investment Club<br>FBLA-Future Business Leaders of America<br>Work study related job experience |

*Required courses

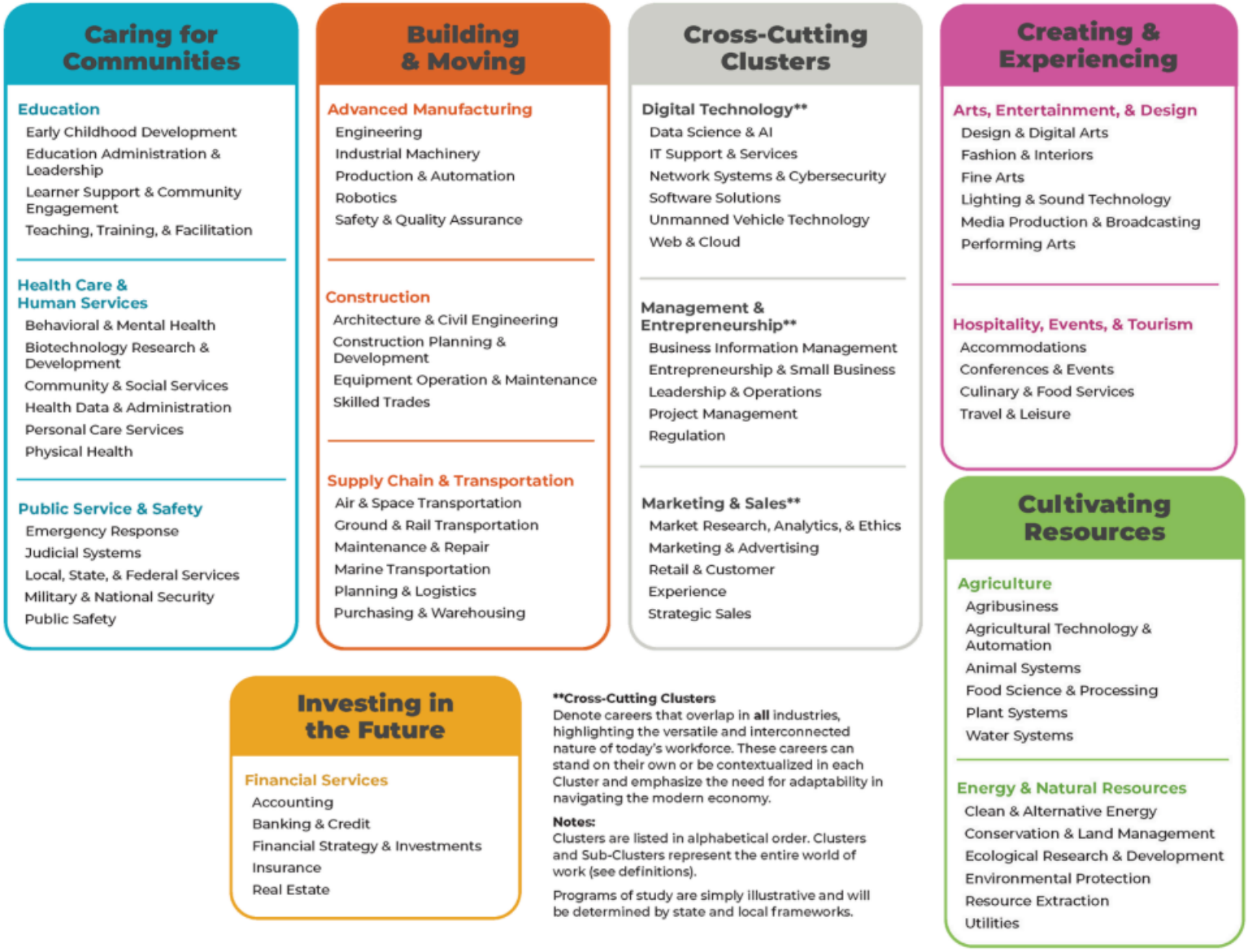
**Information Technology Pathway**

| Grade | Recommended Courses for Pathway | Select at least one experience |
|---|---|---|
| 9th | Computer Science 1 | FBLA-Future Business Leaders of America |
| 10th | AP Computer Science Principles | FBLA-Future Business Leaders of America |
| 11th | AP Computer Science A (JAVA) | FBLA-Future Business Leaders of America |
| 12th | AP Computer Science A (JAVA) | FBLA-Future Business Leaders of America |

**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)

# The Fourteen Career Clusters



## **Digital Technology**: *Modernizing Industries and Connecting Communities*

**Cluster Definition:** The Digital Technology Career Cluster focuses on developing digital systems for communication and data storage using critical technologies such as artificial intelligence (AI), data analytics, and cybersecurity. This Cluster builds skills necessary for all careers to navigate and lead in the constantly evolving tech landscape and drives innovation across all industries to tackle complex challenges and opportunities in communities and economies.

| **Sub-Clusters** | **Recommended Courses** |
|---|---|
| **Data Science & Artificial Intelligence**: Careers combining the power of data analysis, machine learning, and artificial intelligence (AI), including key processes such as data modeling and natural language processing. Professionals in this field apply critical thinking to work on innovative solutions to interpret vast amounts of information, automate decision making processes, develop intelligent algorithms that improve with experience, and enhance communication between humans and machines. AI requires attention to ethical standards and is poised to revolutionize all industries by enhancing efficiency, personalizing experiences, and driving innovation. | • AP Computer Science<br>• Marketing<br>• AP Physics<br>• Graphic Design<br>• AP Statistics<br>• Digital Photography<br>• Video Production<br>• Physics<br>• Business Law<br>• Intro to Engineering Design<br>• Computer Science Principles |
| **Information Technology (IT) Support & Services**: Careers focused on providing setup, assistance, and problem-solving solutions for software, hardware, and other technology-related issues to ensure smooth and efficient operation of communication and data systems for individuals and organizations. This field is essential in maintaining, supporting, and optimizing technological infrastructure, ensuring minimal disruption and maximum efficiency. | |
| **Network Systems & Cybersecurity:** Careers focused on establishing and managing communication networks and protecting them against cyber threats. This Sub-Cluster includes network setup, administration, and maintenance and the implementation of security measures to prevent unauthorized access and data breaches. | |
| **Software Solutions**: Careers involved in the development and maintenance of software solutions, built on computer science and encompassing programming, application development, and front-end and back-end software development. This Sub-Cluster also includes developing emerging technologies such as augmented and virtual reality, the Internet of Things, distributed ledger technologies, and quantum computing. It involves creating the underlying code and systems that power applications, designing user interfaces for optimal user experience, and building server-side technologies that process data behind the scenes. | |
| **Unmanned Vehicle Technology**: Careers related to the development, operation, and use of unmanned vehicles, such as unmanned aerial vehicles, drones, and autonomous ground vehicles, across various sectors. Applications include aerial surveying, precision farming, search and rescue, delivery services, resource management, hazardous environment remediation, and infrastructure inspection. Professionals in this field engage in design, programming, data analysis, and operational management. | |

## **Management & Entrepreneurship**: *Driving Business Success Across All Industries*

**Cluster Definition:** The Management & Entrepreneurship Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Business Information Management**: Careers centered around using technology to collect information that supports and enhances business operations. Professionals in this field gather, analyze, and interpret data to distill and recognize patterns, informing decision making and optimizing performance. By integrating advanced technologies, professionals in this field streamline processes, improve operational efficiency, support strategic planning, and drive business growth in an increasingly global and information-centric environment. | • Accounting<br>• AP Precalculus<br>• AP Calculus AB/BC<br>• Psychology<br>• AP Computer Science<br>• Intro to Business<br>• AP Economics<br>• World Languages<br>• AP Statistics<br>• Algebra 2<br>• Advanced Algebra /Trigonometry<br>• AP Psychology<br>• Business Law<br>• Marketing<br>• Accelerated Alg 2 |
| **Entrepreneurship & Small Business:** Careers focused on initiating and managing businesses, including startups, small businesses, gig economy work, and social enterprises. This field includes identifying opportunities, developing strategies, and securing financing, all with an emphasis on fostering innovation. Entrepreneurship and small businesses significantly affect all industry sectors by supporting employment and fostering innovation. | |
| **Leadership & Operations:** Careers involving the leadership of business activities, including strategic planning; resource forecasting and allocation; engaging with boards, shareholders, and other constituents; administrative support; and management consulting. This field also involves human resources management, recruitment, and employee development, fostering a positive work environment while optimizing processes and leading growth initiatives. | |
| **Project Management:** Careers focused on planning, leading, initiating, executing, controlling, and closing out projects to achieve specific goals within a set timeline and budget. This field is essential in all industries as it ensures that projects are completed efficiently and effectively, aligning resources and efforts with strategic business objectives. | |
| **Regulation:** Careers dedicated to corporate responsibility, ensuring that all industries adhere to health, safety, financial, and environmental regulations. Professionals in this field develop and enforce policies, conduct inspections and audits, and implement measures to protect worker safety, public health, and the environment. This Sub-Cluster plays a crucial role in maintaining compliance and accountability across various sectors. | |

## Marketing & Sales: *Improving Communication and Connections*

**Cluster Definition:** The Marketing & Sales Career Cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. It integrates digital marketing, data analysis, brand promotion, customer relationship management, strategic communications, human-centered design, and retail strategies to build strong customer connections and support business growth. This Cluster is essential in all industries for creating value, effectively reaching and engaging target audiences, and achieving commercial success in a competitive marketplace.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Market Research, Analytics, & Ethics:** Careers focused on gathering, analyzing, and interpreting market data and consumer behaviors to inform strategic decisions and enhance business relationships. Professionals in this field use data analysis to understand market trends, competition, and customer interactions. This field aims to optimize customer retention and drive sales growth through informed strategies while maintaining awareness of ethical advertising practices, particularly those affecting the health and financial well-being of underserved populations. | • Accounting<br>• Digital Photography<br>• AP Psychology<br>• AP Computer Science<br>• Marketing<br>• AP Economics<br>• Sports/Entertainment Marketing<br>• AP Statistics<br>• AP U.S. Government<br>• World Languages<br>• Computer Science<br>• Graphic Design<br>• Intro to Business |
| **Marketing & Advertising:** Careers focused on using digital technologies and traditional strategies to promote products and services to engage customers and maintain brand identity. This Sub-Cluster includes leveraging online platforms, social media, and email marketing to communicate with audiences digitally. Professionals in this field design and manage brand advertising campaigns and promotions to enhance brand image and market position | |
| **Retail & Customer Experience:** Careers focused on the essentials of retail operations and the delivery of outstanding customer experiences. This Sub-Cluster covers both physical and online store management, visual merchandising, inventory strategies, and customer service enhancement. Professionals in this field are prepared to drive retail success and customer satisfaction by creating engaging and personalized shopping experiences and enhance customer protection by educating consumers on correct product usage and unfair practices in the marketplace. | |
| **Strategic Sales:** Careers that help businesses grow and achieve goals. This field covers setting targets, refining sales processes, leading teams, and prioritizing excellent customer service in direct sales. Professionals in this field specialize in business development, partnership building, and customer engagement, adapting to the dynamic demands of today's marketplace**.** | |

## Advanced Manufacturing: *Engineering and Producing Tomorrow's Solutions*

**Cluster Definition:** The Advanced Manufacturing Career Cluster blends innovative technologies and practices to enhance design and production. It covers areas such as engineering, research and development, automation and artificial intelligence, equipment maintenance, safety protocols, and quality control. This Cluster aims to increase efficiency, reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demands.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Engineering:** Careers that use engineering principles to develop and improve manufacturing processes and systems and to design products. Professionals in this field tackle production challenges, boost efficiency, leverage advanced technologies, and contribute to the sector's advancement. The manufacturing sector encompasses numerous types of engineering, including mechanical, electrical, chemical, biopharmaceutical, materials, and industrial. This Sub-Cluster also involves research and development and prototyping for emerging products and systems. | • AP Calculus AB/BC<br>• AP Statistics<br>• Woodworking 1-3<br>• AP Chemistry<br>• World Languages<br>• AP Computer Science<br>• AP Environmental Science<br>• 2D Design<br>• AP Economics<br>• PLTW: Intro to Engineering Design<br>• 3D Design<br>• Ceramics<br>• AP Physics |
| **Industrial Machinery:** Careers focused on working with manual equipment, such as computer-numerical-controlled (CNC) machines, 3D printers, quality control equipment, material handling tools, maintenance and repair devices, specialized machining and surface treatment machines, fabrication equipment, and energy management systems. Professionals in this field set up, operate, maintain, and repair advanced machinery, ensuring efficient and safe performance. | |
| **Production & Automation:** Careers centered on the hands-on management and execution of manufacturing processes. This field involves automation, overseeing production lines, quality control, assembly and product finishing, and ensuring efficient workflow. This Sub-Cluster includes specialized sectors such as processed food and beverage production and textile manufacturing, emphasizing efficiency and adherence to industry standards across diverse production types**.** | |
| **Robotics:** Careers involved in developing, implementing, and maintaining technologies that deploy robotics. This field encompasses roles focused on programming robots; overseeing production lines enhanced by robotics, mechatronics, and smart manufacturing concepts; and ensuring that these technologies operate efficiently and safely. | |
| **Safety & Quality Assurance:** Careers dedicated to ensuring workplace safety, worker health, environmental compliance, and product quality. Professionals in this field develop and implement standards and practices to maintain safe and sustainable operations while conducting rigorous testing and inspections to uphold product integrity. | |

## Construction: *Building Futures and Pioneering Sustainable Horizons*

**Cluster Definition:** The Construction Career Cluster focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure that structures are both environmentally responsible and resilient. Careers in this Cluster are pivotal in creating durable infrastructure that meets present needs without compromising future generations' ability to meet their own, covering a range of roles from architects and engineers to construction managers and skilled tradespeople.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Architecture & Civil Engineering:** Careers combining the planning, design, and drafting of infrastructure, structures, and landscapes with the application of technical expertise through architecture and civil and structural engineering. Professionals in this field develop sustainable, safe, and esthetically pleasing spaces while ensuring compliance with regulations. This Sub-Cluster spans residential, commercial, industrial, and public infrastructure projects, requiring a blend of creativity, technical precision, and problem-solving to meet modern societal and environmental challenges. | • 2D Design<br>• 3D Design<br>• AP Art Studio<br>• AP Calculus AB/BC<br>• AP Economics<br>• AP Environmental Science<br>• AP Physics<br>• AP Statistics<br>• Ceramics<br>• AP Chemistry<br>• AP Precalculus<br>• PLTW: Intro to Engineering Design<br>• PLTW: Civil Engineering & Architecture<br>• Woodworking 1-3 |
| **Construction Planning & Development:** Careers emphasizing the critical initial stages of construction and development projects, including preconstruction activities, property development, and land use planning. This field involves site analysis, surveying, cost estimation, securing required permits, conducting feasibility studies, environmental compliance, and construction management. Professionals in this field engage in meticulous planning and preparation to integrate sustainable practices and reduce potential risks and delays, ensuring project success from start to finish. | |
| **Equipment Operation & Maintenance:** Careers skilled in managing and servicing the heavy equipment and machinery that are essential for building and infrastructure projects. Professionals in this field ensure that these vital tools operate efficiently and safely, combining technical knowledge with mechanical skills. This Sub-Cluster is crucial for the smooth execution of construction tasks, maintenance of machinery reliability, and adherence to safety standards | |
| **Skilled Trades:** Careers focused on skilled work that is essential to constructing, maintaining, and repairing buildings and infrastructure including carpentry; welding; masonry; electrical; plumbing; and heating, ventilation, air conditioning, and refrigeration (HVAC-R). Professionals in the skilled trades play a key role in shaping the environment, combining hands-on skills with technical knowledge to ensure functionality and safety in both new and existing infrastructure and structures. Many skilled trades are also in high demand in the Advanced Manufacturing, Agriculture, and Energy and Natural Resources Clusters. | |

## Supply Chain & Transportation: *Streamlining Tomorrow's Transport*

**Cluster Definition:** The Supply Chain & Transportation Career Cluster encompasses the transfer, coordination, and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of the respective transport modes. This Cluster integrates logistics and distribution networks to facilitate the seamless ow of materials and products, playing a crucial role in global commerce, economic development, and community health.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Air & Space Transportation:** Careers related to the design, operation, and management of both air and space transportation, including air cargo and passenger services, as well as space exploration and satellite operations. This field incorporates the maintenance of electrical equipment such as radios, navigation equipment, and autopilot systems. Careers in this field ensure the safety and efficiency of air transport and advance space travel and research. This Sub-Cluster also includes managing flight operations and air traffic, designing aerospace systems, and conducting space exploration**.** | • AP Biology<br>• AP Physics<br>• PLTW: Civil Engineering<br>• AP Calculus AB/BC<br>• PLTW: Intro to Engineering Design & Architecture<br>• AP Chemistry<br>• AP Economics<br>• AP Environmental Science<br>• World Languages |
| **Ground & Rail Transportation:** Careers related to the transportation of goods and passengers by road and rail. This field includes the design, operation, and management of automotive, trucking, rail operations, and logistics services, focusing on efficient and safe ground transport. Professionals in the field of rail operations work in a variety of settings from urban transit systems, such as subways and light rail, to cross-country freight and high-speed passenger trains, emphasizing the diverse yet specialized skills required to meet a wide range of transportation needs. | |
| **Maintenance & Repair:** Careers encompassing the repair and maintenance of transportation systems, including ground vehicles, rail vehicles, aircraft, and nautical vessels. This field also integrates specialized areas such as auto body and engine repair and is increasingly influenced by advancements in technology, including the maintenance of electric vehicles and systems for autonomous driving. Professionals in this field ensure that all forms of transportation equipment operate safely and efficiently, adapting to new technologies to meet evolving demands. | |
| **Marine Transportation**: Careers in the design, operation, and management of maritime vessels and infrastructure for the transportation of goods and passengers, and watercraft used in sports and leisure activities. Professionals in this field engage in managing ship navigation; engineering marine systems; overseeing port operations; and ensuring the safety and maintenance of recreational vessels such as yachts, human-powered craft, and water power sport vehicles. | |
| **Planning & Logistics:** Careers focused on managing and optimizing the supply chain's ow of goods and information. This Sub-Cluster encompasses roles in transportation planning, supply chain coordination, and efficient material sourcing, all aimed at enhancing efficiency, minimizing waste, ensuring safety, and facilitating timely delivery. This field integrates modern technologies to improve production, drive innovation, and maintain competitiveness in global trade systems. It also includes urban and regional planning for transit, further supporting effective transportation and logistics**.** | |

## Agriculture: *Cultivating Sustainability and Nourishing the World*

**Cluster Definition:** The Agriculture Career Cluster concentrates on scientific advancement of agriscience, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems. This Cluster also supports other plant- and animal-based industries including regenerative agriculture, sustainable logging, and fisheries. This Cluster has meaningful connections with the Energy and Natural Resources Cluster, highlighting a symbiotic relationship that emphasizes stewardship and resilient communities.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Agribusiness:** Careers focused on the economic aspects of agriculture, encompassing farm and rangeland management, agribusiness finance, international relations, supply chain management, and other functions that are essential for agricultural profitability. Professionals in this field manage farms and ranches of various scales and oversee agricultural finances, which are crucial functions for profitable and sustainable agricultural enterprises. | • Accounting<br>• AP Environmental Science<br>• Human Body Systems<br>• AP Statistics<br>• AP Biology<br>• Business Law<br>• World Languages<br>• AP Calculus AB/BC<br>• AP Chemistry<br>• AP Economics |
| **Agricultural Technology & Automation:** Careers at the intersection of agriculture and technology, focusing on the design and operation of agricultural equipment and systems; repair and maintenance of agricultural equipment; and agricultural engineering, mechanics, and automation processes. This Sub-Cluster includes innovative farming methods such as precision, urban, and vertical farming to increase efficiency, productivity, and sustainability in agriculture. | |
| **Animal Systems:** Careers that both promote the health and well-being of animals, including companion, livestock, and exotic animals, and facilitate the efficient production of animal-related products within the food system. For livestock and poultry, professionals in this field aim to optimize the production of meat, dairy, eggs, and other animal products. Careers in this field also include veterinary and other services to manage the care, breeding, behavior, enrichment, and management of animals. This Sub-Cluster also incorporates genetics, nutrition, biotechnology, and pharmaceuticals to improve animal welfare and production efficiency. | |
| **Marine Transportation**: Careers in the design, operation, and management of maritime vessels and infrastructure for the transportation of goods and passengers, and watercraft used in sports and leisure activities. Professionals in this field engage in managing ship navigation; engineering marine systems; overseeing port operations; and ensuring the safety and maintenance of recreational vessels such as yachts, human-powered craft, and water power sport vehicles. | |
| **Planning & Logistics:** Careers focused on managing and optimizing the supply chain's ow of goods and information. This Sub-Cluster encompasses roles in transportation planning, supply chain coordination, and efficient material sourcing, all aimed at enhancing efficiency, minimizing waste, ensuring safety, and facilitating timely delivery. This field integrates modern technologies to improve production, drive innovation, and maintain competitiveness in global trade systems. It also includes urban and regional planning for transit, further supporting effective transportation and logistics**.** | |

## Energy & Natural Resources: *Powering Progress and Preserving Our Planet*

**Cluster Definition:** The Energy & Natural Resources Career Cluster spans careers in traditional and renewable fuel production, power generation and energy conversion, utilities, environmental preservation, ecological research, and resource extraction. These industries focus on efficient and responsible resource management, including conservation, transmission, distribution and storage, to minimize environmental impacts and meet global energy needs. Careers in this Cluster are dedicated to creating a sustainable future, innovating cleaner energy solutions, and preserving our planet's natural resources for generations to come.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Clean & Alternative Energy:** Careers focused on energy generation and infrastructure development from clean energy sources such as low carbon fuels, natural gas, nuclear, biofuels, hydrogen processes, and other alternative sources aimed at addressing climate change impacts. Professionals in this field develop and implement technologies that harness natural elements including solar, nuclear, wind, and hydro power, while advancing efforts in electrification and energy storage solutions. This Sub-Cluster also includes recycling of batteries and waste, carbon capture, and other energy and mineral reuse and reclamation | • AP Biology<br>• PLTW: Civil Engineering<br>• AP Calculus AB/BC<br>• AP Environmental Science<br>• AP Chemistry<br>• PLTW: Intro to Engineering Design<br>• AP Computer Science<br>• AP Physics<br>• World Languages<br>• AP Statistics<br>• PLTW: Principles of Engineering |
| **Conservation & Land Management:** Careers rooted in environmental and natural sciences, focusing on protecting and managing natural resources and landscapes. Professionals in this field operate local, state, and national parks; safeguard forests and waterways; maintain national lands and rangelands; and manage wildlife and marine life. This field merges ecological conservation with recreational spaces, aiming to preserve nature while enhancing community well-being and environmental stewardship through public accessibility. | |
| **Ecological Research & Development:** Careers emphasizing the scientific study of and research in ecological, geological, electrical, chemical, nuclear, biological, environmental engineering, and other sciences as they relate to energy production, sustainability, and the management of natural resources. Professionals in this field employ scientific methods to understand ecosystems, biodiversity, and the impacts of energy systems on the environment. | |
| **Environmental Protection:** Careers centered on regulating and managing the impacts of both natural processes and human activities, such as resource production and consumption. This Sub-Cluster involves developing and enforcing policies to protect all ecosystems, including space, air, land, and water, from natural disasters, pollution, and degradation. This field focuses on conserving natural habitats and biodiversity and applying scientific and engineering principles to solve environmental problems and improve climate resilience. | |
| **Resource Extraction:** Careers focused on the efficient extraction of natural materials including fossil fuels, minerals, natural gas, and geothermal resources that are essential for fuel production in energy and manufacturing. This Sub-Cluster includes careers in exploration, drilling, mining, fracking, mineral processing, geoscience, quarrying, and petroleum engineering. | |

## Arts, Entertainment, & Design: *Inspiring Creativity, Innovation, and Artistry*

**Cluster Definition:** The Arts, Entertainment, & Design Career Cluster combines creative roles in visual and performing arts, lm, journalism, fashion, interior design, and creative technologies. This Cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Design & Digital Arts:** Careers encompassing the creation and production of visually engaging digital content such as animation, visual marketing, graphic design, print media, augmented and virtual reality, web design, game design, and user interfaces/user experiences. This Sub-Cluster combines artistic talent and technology to produce interactive content, entertainment, commercial product and packaging design, and promotional materials. | • AP Computer Science<br>• AP Language & Comp.<br>• Jazz Band I/II<br>• AP Literature & Comp.<br>• Video Production<br>• Digital Music<br>• AP Music Theory<br>• 2D Design<br>• Chamber Orchestra<br>• AP Studio Art<br>• Graphic Design<br>• Treble, Bel Canto, Concert Choir(s)<br>• Concert Band<br>• Digital Photography<br>• Wind Ensemble<br>• Concert Orchestra<br>• AP Art<br>• AP Art History |
| **Fashion & Interiors:** Careers bridging the creative and commercial aspects of fashion design, production, marketing, and sales with the art and science of interior design and decoration. Professionals in this field are dedicated to creating, promoting, and selling apparel, accessories, footwear, costuming, and textiles. Interior design careers focus on designing, improving, and decorating interior spaces through space layout and materiality with the goal of enhancing functionality and esthetic appeal. | |
| **Lighting & Sound Technology:** Careers specializing in sound engineering and lighting design, which are vital for both functional and artistic applications, including immersive experiences in lm, music, performing arts, ne arts, and interiors. Professionals in this field adeptly manipulate sound and light to set moods, highlight themes, and enhance audience engagement, contributing significantly to the success and impact of artistic and design endeavors. | |
| **Media Production & Broadcasting:** Careers encompassing lm, television, radio, journalism, communications, writing, and broadcasting, focusing on content creation, production, and distribution. This field includes direction, production, cinematography, and publishing, emphasizing storytelling and technical expertise. This Sub-Cluster also highlights the impact and ethical use of emerging technologies, including artificial intelligence, in enhancing visual effects and streamlining production. Broadcasting includes digital technologies such as streaming and podcasting, transforming audience engagement and content consumption | |
| **Performing Arts:** Careers focused on the technical and management elements of the performing arts and entertainment industry to produce and stage live artistic and athletic performances, including theater, music, dance, and sports. This Sub-Cluster encompasses the core creative and artistic talents coming from actors, musicians, dancers, and other performers intended to entertain, inform, and provoke thought in audiences. It also covers a wide range of genres and styles and plays a vital role in cultural preservation, expression, & entertainment. | |

## Hospitality, Events & Tourism: *Unlocking Adventures and Elevating Experiences*

**Cluster Definition:** The Hospitality, Events, & Tourism Career Cluster encompasses a broad range of services and experiences related to food and beverage, lodging, travel, events, and conferences. This Cluster focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, tourists, and event participants. The Cluster is characterized by its diversity, including everything from luxury hotels and international travel to local dining, cultural events, and business conferences, aiming to enhance the overall experience of visitors and attendees

| Sub-Clusters | Recommended Courses |
|---|---|
| **Accommodations:** Careers that support, operate, and manage businesses and services related to temporary lodging, including hotels, motels, resorts, short-term rentals, and bed-and-breakfast establishments, focusing on providing guests with a comfortable and safe stay. Through advanced technology, hotel and resort management leverages sophisticated property management systems, online booking platforms, mobile-friendly services, and personalized guest experiences. | • Sports/Ent. Marketing<br>• AP Psychology<br>• AP Economics<br>• Digital Photography<br>• Concert Band<br>• AP U.S. History<br>• Graphic Design<br>• Digital Music<br>• Business Law<br>• AP Music Theory<br>• World Languages<br>• Concert Choir<br>• Marketing<br>• AP Art History<br>• Concert Orchestra<br>• AP Art<br>• Studio Art |
| **Conferences & Events:** Careers encompassing the planning, coordination, and execution of various events and conferences. This Sub-Cluster involves organizing conventions; trade shows; and corporate, political, and personal events generating positive economic impact to communities. This field includes logistics, venue management, vendor coordination, budgeting, attendee management, marketing, and risk management. Professionals in this field require strong organizational, creative, and interpersonal skills to ensure the success of events and provide a positive experience for participants. | |
| **Culinary & Food Services:** Careers dedicated to the service, operation, and management of establishments involved in the preparation and serving of food and drinks with significant emphasis on providing exceptional culinary experiences and delivering high-quality customer service. These establishments vary widely, encompassing independently owned restaurants, nationwide restaurant chains, noncommercial dining facilities, bakeries, and catering services. Professionals in this Sub-Cluster span all aspects and levels of food preparation, including beverage specializations, as well as restaurant management, operations support, and health and safety. | |
| **Travel & Leisure:** Careers focused on facilitating enjoyable travel, entertainment, and recreational activities. This Sub-Cluster includes travel services provided by agencies, ecotourism, agritourism, and cultural tourism, as well as entertainment at attractions including theme parks and museums. This field also involves the organization of sports events, maintenance of outdoor recreation venues and field management, and ethical management of gaming and betting operations. | |

## Education: *Transforming Lives and Enriching Futures Through Lifelong Learning*

**Cluster Definition:** The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Early Childhood Development:** Careers dedicated to nurturing the holistic growth of children from birth to 8 years old through education, care, and early intervention. Professionals in this field specialize in fostering physical, cognitive, emotional, and social development in early learners by applying proven and promising strategies for whole-child wellness. | • Any of the offered AP courses<br>• World Cultures<br>• World Languages<br>• Leadership for Social Justice<br>• Black History<br>• 2D Design<br>• 3D Design<br>• Psychology<br>• Contemporary Issues |
| **Education Administration & Leadership:** Careers in managing and leading educational institutions, developing policies, curating and organizing knowledge, leading teams, and conducting research to improve education. This Sub-cluster includes school and district administration, policy analysis, and research focused on optimizing school functions, implementing policies, and exploring ways to enhance learning. Professionals in this field work to ensure the effective operation of educational settings and promote continuous improvement through research and innovation. | |
| **Learner Support & Community Engagement:** Careers focused on offering guidance and support to learners while building collaborative ties with families and communities. This field includes academic advising, library sciences, student health and wellness counseling, special education support, student life services in higher education, coaching, and career guidance within a school setting. This Sub-Cluster also includes community engagement practices that involve families, industry, and local resources for opportunities such as family support programs, work-based learning, and apprenticeships. | |
| **Teaching, Training & Facilitation:** Careers encompassing teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences, and they involve providing coaching for individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations. | |

## Healthcare & Human Services: *Supporting the Whole Health of Communities*

**Cluster Definition:** The Healthcare & Human Services Career Cluster promotes whole health in individuals and communities through a diverse array of services. This sector includes technical, mental, and therapeutic services and personal care, supported by medical and social sciences. By addressing social determinants of health and leveraging health data and science, this Cluster aims to enhance the overall health and resilience of individuals, families, and communities.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Behavioral & Mental Health:** Careers dedicated to mental and emotional well-being, including counseling, psychology, and psychiatric services aimed at supporting individuals through mental health challenges and promoting psychological health. Professionals in this field play a critical role in diagnosing and treating mental health disorders, providing therapy, developing strategies to improve overall mental wellness, and advocating for mental health awareness and policy changes. | • Human Body Systems<br>• Biomedical Science<br>• AP Biology<br>• PLTW: Medical Interventions<br>• AP Calculus AB/BC<br>• AP Chemistry<br>• World Languages<br>• AP Psychology<br>• AP Physics<br>• Advanced Health<br>• AP Statistics<br>• Any of the Phy Ed Courses<br>• Business Law<br>• Keyboarding<br>• Intro to Business |
| **Biotechnology Research & Development:** Careers focused on research and development in the medical field, including biotechnology, and scientific research. Professionals in this field develop new treatments, pharmaceuticals, devices, and innovative medical technologies to advance healthcare. | |
| **Community & Social Services:** Careers that address the societal and environmental factors affecting health such as access to healthy foods, income and poverty, adequate child care, and access to education. This field includes work in public services, social work and case management, or nonprofit sectors with missions to address social inequalities and provide support services for all age ranges. This Sub-Cluster also includes clergy and spiritual support roles, which provide emotional and spiritual guidance to individuals and communities. | |
| **Health Data & Administration:** Careers centered on the management, analysis, and administration of health information and data. This Sub-Cluster encompasses fields such as health informatics, medical records, and healthcare administration. Professionals in this field are dedicated to enhancing healthcare delivery through effective technology and data management. | |
| **Physical Health:** Careers in healthcare that directly affect the physical well-being of individuals by providing medical care, conducting diagnostics, offering therapeutic services, administering pharmaceuticals, and supporting nutrition and dental health. This Sub-Cluster encompasses healthcare from pre-birth to death, addressing all stages from pediatrics to geriatrics and mortuary sciences. It also includes careers that offer alternative and complementary health services such as homeopathy, acupuncture, and others that focus on the holistic well-being of individuals. | |
| **Personal Care Services:** Careers that encompass in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices. | |

## Public Service & Safety: *Shaping, Serving, and Protecting Our Communities*

**Cluster Definition:** The Public Service & Safety Career Cluster encompasses roles in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Emergency Response:** Careers focused on strategic actions taken to prepare for and manage crises and emergencies, including natural disasters, res, accidents, and other urgent situations. Careers in this field involve training in rapid assessment, effective communication, and critical decision-making to mitigate risks, provide urgent medical services, and coordinate recovery efforts. This Sub-Cluster includes work in various settings, from government agencies to private organizations, that play a crucial role in safeguarding public health and safety. | • AP Psychology<br>• AP Economics<br>• AP Statistics<br>• AP U.S. Government & Politics<br>• AP US History<br>• World Languages<br>• Contemporary Issues<br>• Business Law<br>• Black History<br>• Leadership for Social Justice |
| **Judicial Systems:** Careers dedicated to maintaining the legal system, upholding justice, fairness, and the rule of law for both individuals and organizations. This Sub-Cluster encompasses a wide range of professions within the legal framework and court systems, focusing on ensuring that legal processes and justice delivery are carried out effectively and efficiently. | |
| **Local, State & Federal Services:** Careers in government agencies responsible for policy and economic development, ensuring democratic processes, access to public services, governance, public administration, public policy, urban and regional planning, and community development. This field delivers services that support the protection of public goods and community resources such as local parks, libraries, and recreation centers and promote the well-being, stability, and sustainable growth of communities and their residents. | |
| **Military & National Security:** Careers centered on safeguarding countries through defense operations, strategic planning, intelligence gathering, and technological resilience. Professionals in this field prevent threats and ensure citizens' safety while serving in the military, government, or private sector, playing a crucial role in maintaining national stability and preparedness. | |
| **Public Safety:** Careers in law enforcement, corrections, and both public and private security. This Sub-Cluster focuses on safeguarding communities, managing correctional and rehabilitation facilities, and providing comprehensive protective services. Professionals in this field work to prevent crime, inform and educate citizens, and ensure public order, contributing to the overall safety and well-being of society. | |

## Financial Services: *Empowering Financial Resilience*

**Cluster Definition:** The Financial Services Career Cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting, insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations.

| Sub-Clusters | Recommended Courses |
|---|---|
| **Accounting:** Careers focused on managing financial records for individuals and businesses and advising on individual and family financial planning and debt management. This field includes accountants, who ensure financial accuracy and compliance, and personal finance advisors, who guide individuals in savings, investments, and retirement planning. This Sub-Cluster also includes financial auditors and forensic accountants, who play a crucial role in this field by ensuring the integrity and reliability of financial information through comprehensive audits and assessments | • Accounting<br>• Personal Finance<br>• Accelerated Algebra 2<br>• Adv. Algebra /Trig<br>• AP Psychology<br>• Business Law<br>• AP Statistics<br>• Intro to Business<br>• AP Economics<br>• Marketing<br>• World Languages<br>• Contemporary Issues<br>• World Cultures |
| **Banking & Credit:** Careers centered on money management, loans, micro-lending, and commercial and consumer credit across banks, credit unions, mortgage brokers, and finance companies. Professionals in this field have expertise in evaluating creditworthiness, managing loans, providing financial solutions to facilitate access to capital for individuals and businesses, and ensuring compliance with financial regulations**.** | |
| **Financial Strategy & Investments:** Careers involved in managing a company's capital structure and corporate financial strategies, operations, and investments, including venture capital and private equity. This field also includes careers focused on the acquisition of investment offerings such as stocks, bonds, fixed-income products, pension plans, emerging digital assets, and other resources aimed at income generation or asset appreciation. The Sub-Cluster encompasses tactics for small business fundraising and financing via micro lending and operational scaling and for devising exit strategies to evolve startups into sustainable enterprises. Professionals in this field ensure that financial practices and transactions adhere to legal and ethical standards. | |
| **Insurance:** Careers rooted in assessing risk; providing financial protection against loss; and offering products including life, health, and property insurance. Professionals in this field hold expertise in analysis and the ability to evaluate risk factors, investigate and process claims, create risk management strategies, and ensure compliance with industry regulations. This field uses applied mathematics and statistics to predict future events and design viable insurance policies. | |
| **Real Estate:** Careers focused on the buying, selling, leasing, and management of residential, commercial, and industrial properties. Professionals in this field navigate the complex landscape of licensing, fair housing, zoning, environmental regulations, health, safety, and financial laws to facilitate legal and ethical property transactions**.** | |

# ART

**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:** $60.00

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, stained 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:** $60.00

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 art making. 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:** $60.00

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 (stained 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**
**MATC Transcripted Course,** *Photography 101: Digital Fundamental Photography (3 Credits)*
**Grades:** 9-12
**Prerequisites:** None
**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 Lightroom and 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.

This is a dual enrollment course through MATC. Students will gain college credit if they receive a B or better in the course

**Video Production**
**Grades:** 9-12
**Prerequisites:** None
**Semester 1 or 2, One credit**
**Lab/Supply Fee:** $20

In Video Production, students will be introduced to collaboratively creating scripts, organizing video shoots, operating cameras, and using editing software. Students will also explore the art of storytelling and communication through video and film with an emphasis on the use of script writing and storyboarding to create well-crafted and complete stories. We 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 will be shared in class, with the opportunities to grow through peer critique and hands-on projects.

**Studio Art** *(repeatable one-semester class)*
**Grades:** 10-12
**Prerequisites:** 2 Art Classes
**Semester 1 or 2, One credit (repeatable)**
**Lab/Supply Fee:** $50 (per semester)

Studio Art is a course that allows for great self-expression and freedom of choice. Students are guided individually as they prepare works that fall into a possible concentration strand, 3-D, 2-D, or Drawing. Students will also have the opportunity to focus on themes and topics for art making that they are personally interested in. Students are exposed to a variety of styles and approaches used throughout the history of art today.

**AP Art** *(may be repeated for credit if submitting a new portfolio from a different media)*
**Grades:** 11-12
**Prerequisites:** 3 Art classes or Art Department approval
**Semester 1 and 2, Two credits**
**Lab/Supply Fee:** $100 (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 throughout the history of art 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.

**AP ART HISTORY FULFILLS THE CULTURAL ART GRADUATION REQUIREMENT FOR THE GRADES INDICATED**

**AP Art History**
**Grades:** 11-12, open to sophomores with instructor consent
**Prerequisites:** None
**Semester 1 and 2, Two credits**
**Lab/Supply Fee:** $30 (covers both semesters)

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.

# AVID ELECTIVES

**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:** AVID 9, 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. 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. 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 11 Elective**
**Grade:** 11
**Prerequisites:** AVID 10
**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.

**AVID 12 Elective**
**Grade:** 12
**Prerequisites:** AVID 11
**Semester:** 1, One credit

This final AVID Elective course requires students to take ownership of their learning, independently advocate for themselves and their individual learning needs, and collaborate productively and purposely with peers. The AVID 12 Elective is an academic elective course that requires students to use the intellectual and behavioral skills needed for achievement in rigorous coursework in all of their classes and post-secondary. It also focuses on a number of "college bound" activities including application to college and for grants/scholarships, confirming post-secondary plans, completing the FAFSA, and many others activities to prepare for college life including academic, social, and financial factors. The course implements a rigorous college preparatory curriculum, moves to student-facilitated study groups, goal setting, community building activities, and academic success skills, behaviors, and strategies.

# BUSINESS

**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 other. 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**
**Lakeland University Transcripted Course,** *BUS 150 – Pathways to Success: An Introduction to Business (3 Credits)*
**Grades:** 9-12
**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** MATC
**MATC Transcripted Course,** *Office Tech 103: Keyboard and Keypad (1 Credit)*
**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, managing the marketing mix and the evolution of social media marketing. 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.

**This course fulfills the personal finance graduation requirement for all students, starting with the Class of 2028.*

**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 SCIENCE

**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: Keyboarding, Google Sheets, Google Docs, Presentations, Coding and Digital Citizenship.

** This course fulfills the computer literacy graduation requirement for all students up to the Class of 2027.*

**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.

**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. Students will learn and apply more complex programming techniques in a variety of settings including text and block based languages. Areas of student include, but are not limited to: Python, Robotics, Machine Learning, Artificial Intelligence, Data Science, Digital Circuitry, and E-textiles.

**AP Computer Science Principles**
**Grades:** 9-12
**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. Students design and create apps using a development environment that offers both block based and text based options for the JAVAscript language. 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 as well as a multiple choice assessment. Students will earn college credit for successful completion of the AP exam.

**This course fulfills the computer literacy graduation requirement for all students up to the Class of 2027*

**AP Computer Science (Java)** **Grades:** 9-12
**Prerequisites:** Another Computer Science Course or consent of instructor
**Semester 1 and 2, Two credits**

This course fulfills the one semester computer science requirement. AP Computer Science is designed for students who are interested in learning JAVA programming. This course is recommended for anyone interested in pursuing additional coursework in any STEM field (Science, Technology, Engineering or Mathematics). In this course, students will learn all of the standard aspects of the Java programming language using an object oriented programming (OOP) perspective. AP Computer Science A presents the material using an objects first philosophy.

Java is a powerful language that is used to develop programs in many areas. AP Computer Science A closely matches the content of the College Board's AP Program in computer science, and students will be prepared to take the Advanced Placement examination offered in May.

Students will work in the lab during class approximately 2 hours per week. Students will be able to write and test their programs on their school issued Chromebooks. Students will be expected to practice material outside of class by writing and testing programs, completing paper and pencil activities and studying using both online and print resources.

**This course fulfills the computer literacy graduation requirement for all students up to the Class of 2027*

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

# ENGINEERING/DESIGN

**Introduction to Engineering Design**
**Grades:** 9-12
**Prerequisites:** Completion of or concurrent enrollment in Algebra 1
**Semester 1 and 2 (Year Long), 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 also learn how to use advanced 3D Design & Modeling software (Fusion 360) to "reverse engineer" a product as well as design and model a brand new product.

**Principles of Engineering**
**Grades:** 10-12
**Prerequisites:** Concurrent enrollment in Geometry
**Semester 1 and 2 (Year Long) - (Transcripted as two "Engineering" OR two "Science – Physics" credits. Talk to Counselor).**
**Lab/Supply Fee -** $15 for engineering notebook and other supplies

Principles 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.

**Engineering Design and Development**
**Grades:** 10-12
**Prerequisites:** Completion of "Principles of Engineering" and one other PLTW Engineering course (or instructor approval)
**Semester 1 and 2 (Year Long), 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 principles developed in previous Project Lead the Way courses to a project of their own choosing. 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 to evaluate the effectiveness of the engineering solution
- Present the engineering solution and data to an outside panel of engineers

**Civil Engineering and Architecture**
**Grades:** 10-12
**Prerequisites:** Algebra 1
**Semester 1 and 2 (Year Long), 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 and project presentation. Students will also learn how to use industry standard Architectural 3D Software (REVIT) to model their architectural designs

**NOTE:**
**WOODWORKING COURSES LISTED BELOW FULFILL THE CULTURAL ARTS REQUIREMENTS FOR THE INDICATED GRADE LEVELS**

**Woodworking 1**
**Grades:** 9-12
**Prerequisites:** None
**One Semester, one credit**
**Lab/Supply Fee -** Base Fee: $50.00
*(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
**One Semester, one credit**
**Lab/Supply Fee -** Base Fee: $50.00
*(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 & 2
**One Semester, one credit**
**Lab/Supply Fee -** Base Fee: $50.00
*(Students may incur additional material costs depending upon custom project choice/ design)*

In Woodworking 3, students will apply the skills learned in Woodworking 1 & 2 to complete well-designed projects with advanced woodworking techniques. Students will develop challenging projects, learn new techniques and produce high quality pieces while working as independently as possible.

# ENGLISH

**English 1**
**Grade:** 9
**Prerequisites:** None
**Semester 1, One credit**

This first semester freshman course will focus on identification and analysis of archetypes along with the loss of innocence theme in literature. Writing will emphasize literary analysis. Students will also build a foundation for vocabulary and speaking and listening skills.

**English 2**
**Grade:** 9
**Prerequisites:** None
**Semester 2, One credit**

This second semester freshman course will further examine archetypes in literature, including poetry and drama. Writing will include literary analysis, research skills and essay tests. Students will build a foundation in grammar skills and will continue developing speaking and listening skills.

**English 3**
**Grade:** 10
**Prerequisites:** English 1 and English 2
**Semester 1, One credit**

This course introduces students to the application of literary theory to classic and contemporary works. Literary works include a memoir novel, *The Great Gatsby*, and *Persepolis*. Students will also continue to work on their composition skills through written analyses of literature, as well as write their own narrative.

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

This course continues the introduction to application of literary theory to classic and contemporary works. Literary works include *Slaughterhouse Five*, *Hamlet*, and an additional student choice between several novels. Students will also continue to work on their composition skills through written analyses of literature.

**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 College Writer will guide students through various modes of writing including rhetorical analysis, persuasive research, cause/effect, and more. In addition, students will study 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. Students who have taken AP Language and Composition may not take American Literature

**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 both the geographical and cultural uniqueness and universal themes of literature and culture by engaging in an in-depth study of literature from several world 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, moral and ethical perspectives, looking at how these varied contexts reflect universal similarities and help individuals shape a personal and collective identity. Readings include ancient works from mythological and epic literature with a focus largely on contemporary novels from authors such as Saramago, McCarthy, Martel, and Adiga. 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, 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.

**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**

As articulated in the AP English Course Description, the purpose of AP English Language and Composition is to "enable students to read complex texts with understanding and to write prose…to communicate effectively with mature readers" (The College Board 2010). This course is

constructed in accordance with those guidelines. Through close readings and focused written assignments, students become more aware of rhetorical strategies and the purposeful use of language. As this awareness grows, students are more readily able to incorporate these same strategies into their own writing and to cultivate personal writing styles. Additionally, students will learn how to use various grammatical structures in order to improve their writing. Expectations for students are appropriately high for a college introductory level course, and the work required of them is challenging.

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. Students who sign up for AP Language and Composition cannot take American Literature senior year.

**AP English Literature and Composition**
**Grade:** 12
**Prerequisites:** Strong interest in literature and completion of assigned pre-course summer work.
**Semesters 1 and 2, Two credits**

Through close reading, discussion, and critical analysis of literary fiction, AP Literature students deepen their understanding of how writers use language to create both meaning and pleasure. Required texts range from Ancient Greece to the 21st Century and include works from literary traditions in North America, Great Britain, Australia, and Western Africa. Students will read required core texts of short stories, poetry, plays, and novels from various genres and periods. They also read independently selected literary novels and plays to support their love of literature and appreciation of how literature "reflects and comments on a range of experiences, institutions, and social structures" (College Board Course Framework 11). Students analyze form, theme, and literary devices as they consider literary fiction within its historical context and in relation to their own experiences.

Writing is an integral component of the course and is used to engage analytical thinking through creative, expository, and analytical essays. Students will write alone and in collaboration with others. They will engage in literary research and write both process-based research essays timed and in-class, timed essays. Regardless of the assignment, students will work to strengthen a mature academic style characterized by strong logic and reasoning, sophisticated analysis, precise diction, varied syntax, logical organization, coherence, and rhetorical effectiveness. Additionally, students will communicate their ideas by leading discussions and participating in both small group and whole-class discussions. This course prepares students to demonstrate strong writing and analytical skills in college and on the AP English Literature and Composition exam. Because AP English is designed as a year-long course, students who wish to drop mid-year can do so only with the consent of their counselor and instructor.

Historically students find success in this course if they've **earned course grades of B or better** in Advanced Composition and their junior year literature course OR AP Language and Composition. Students who earned a **23 or higher on the ACT English and reading** sections have statistically proven successful on the AP Literature Exam based on research from Radunzel and Allen ("Predicting Success on Advanced Placement Exams using ACT Aspire, PreACT, and ACT Test Scores, " 2020).

**THE FOLLOWING COURSES ARE ELECTIVE OPTIONS FOR THE GRADES INDICATED**

**Acting**
*(To Be Offered 2026-27 School Year)*
**Grades: 9-12**
**Prerequisites: None**

Have you ever wanted to perform? Acting provides fundamental tools in improvisation, character work, and scene development in order to interpret and perform improvised and scripted theatre. Have fun developing creative works individually and as a team.

**Meets the Cultural Arts graduation requirement*

**Advanced Acting**
*(To Be Offered 2026-27 School Year)*
**Grades:** 10-12
**Prerequisites:** Acting
**Semester 1 or 2, One credit per semester**

Advanced Acting builds upon foundational acting techniques to develop deeper understandings of theatre, characters, performance, and theatre's connection to the world. Where Acting 1 focused on improvisation and basic acting technique, this course will provide further performing opportunities by utilizing different genres such as Comedy, Drama, One Acts, Musicals, and acting for film. Studies have shown that employees want exactly what Theatre Arts teach us: collaboration, communication, problem solving, and teamwork.

**Exploration of Theatre Design**
*(To Be Offered 2025-26 School Year)*
**Grades:** 9-12
**Prerequisites:** None
**Semester 1 or 2, One credit per semester**

This semester-long class will introduce students to every aspect of designing a play. Students will use a model text in order to explore different tracks of design within the Theatrical world through a hands-on approach including, but not limited to, Scenic Design, Costume Design, and Lighting Design. At the end of the class, students will select a choice play to analyze and demonstrate command of theatrical design tracks. While students will learn about all parts of producing a play, acting is not a requirement and previous experience is not necessary

**Meets the Cultural Arts graduation requirement*

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

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 may also be asked to manage a staff or serve as an editor. The class will post content online weekly and prepare written pieces for the school's online newspaper. Students will learn journalism law and ethics, providing a strong foundation for proper journalism practice. Recent articles will serve as examples and while this is a writing course, students may be expected to read nonfiction pieces that evoke discussion of current events and also serve as professional writing models for style. This is a student-run publication; your writing will set the conversation around the school! 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. This **does not** count as an English required class.

# 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.**

**All prerequisites for a course inherit the prerequisites of previously required courses.**

**Algebra 1**
**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 for this course, which allows students to more thoroughly investigate the mathematics being learned. Preferred model: TI-84+

**Algebra 1 Block**
**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**
**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 provides 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**
**Prerequisites:** Algebra 1 and Teacher Recommendation. Can be taken concurrently with Advanced Algebra 2 w/ Trigonometry OR Accelerated Algebra II
**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 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.

**General Geometry**
**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**
**Prerequisites:** Geometry 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 for this course, which allows students to more thoroughly investigate the mathematics being learned.

**Advanced Algebra 2 and Trigonometry**
**Prerequisites:** Algebra I, Geometry and Teacher Recommendation OR Algebra 1 and concurrent enrollment in geometry with 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 for this course. Preferred model: TI-84

**Accelerated Algebra 2**
**Prerequisites:** Algebra I and Teacher Recommendation
***Must be taken concurrently with Geometry**
**Semester 1 or 2, One credit**

Accelerated Algebra 2 is a one-semester course taken concurrently with Geometry and in lieu of Advanced Algebra 2 & Trigonometry. The purpose of the course is to provide freshmen in Algebra a pathway to AP Calculus as seniors. The topics covered in this are designed to prepare students to be successful in AP Pre-calculus. Topics introduced include complex numbers, rational exponents, absolute value equations and inequalities, types of functions, transformations of functions, and trigonometry. Students will be encouraged to comprehend abstract algebraic concepts, persevere through challenging problems, and develop a deeper understanding of mathematics. A graphing

calculator is required. Teachers demonstrate with the TI-84+, the preferred model for students.

**College Algebra (Dual Credited Course)**
**Prerequisites:** Algebra 2 and Teacher Recommendation
**Semester 1 - 2, One credit per semester**

College Algebra is intended for students who have completed the Algebra-Geometry-Algebra 2 sequence of courses, but either do not wish to take AP Pre-calculus or wish to further develop their mathematical skills prior to taking Pre-calculus. The course addresses function concepts, including polynomial, rational, exponential, and logarithmic functions. Other topics include systems of equations and inequalities; matrices and determinants; sequences and series; analytic geometry and conic sections; and induction. A graphing calculator is required. Teachers demonstrate with the TI-84+, the preferred model for students.

**AP Pre-calculus**
**Prerequisites:** Advanced Algebra 2 and Trigonometry OR Algebra 2
**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 for this course, which allows students to more thoroughly investigate the mathematics being learned. Preferred: TI-84+.

**AP Calculus AB**
**Prerequisites:** AP 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 counseling department for list and qualifying score.) A graphing calculator is required for this course. Preferred model: TI-84+

**AP Calculus BC**
**Prerequisites:** AP Pre-Calc
**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 counseling department for list and qualifying score.) A graphing calculator is required for this course, which allows students to more thoroughly investigate the mathematics being learned

**AP Statistics**

**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 who are seeking college/university majors in social sciences, health sciences, education, or business for further studies in their field. Writing and problem solving skills are essential qualities for students that take this course. A graphing calculator is required for this course. Preferred model: TI-84+

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

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

# MUSIC

**ALL MUSIC COURSES LISTED BELOW FULFILL THE CULTURAL ART GRADUATION REQUIREMENTS FOR THE GRADES INDICATED**

## BAY BANDS

There is a place for everyone who wants to make music at Whitefish Bay High School, from our entry-level Band 101 for new/rusty players to our outstanding Concert Band and up-and-coming Jazz II program, to our world-class Wind Ensemble and hard swinging Jazz I big band. Bay Bands perform a wide range of fantastic music throughout the year. Participating in band also unlocks opportunities to rock out with Pep Band, be a part of our tremendous high school musicals with Pit Orchestra, form your own student groups through Solo/Ensemble, and even travel around the country with Travel Band. There's something for everyone!

### Concert Band

**Grade:** 9-12
**Prerequisites:** Wind and percussion instrumentalists with previous middle or high school band experience
**Semesters 1-2, One credit per semester**

The Concert Band is our CORE wind band and is a year-long course. 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 instrumentalists, completion of Concert Band and/or by director recommendation.
**Semesters 1-2, One credit per semester**

The Wind Ensemble is our year-long, advanced wind band where the emphasis is placed on playing complex repertoire. Wind Ensemble is open to selected wind and percussion students by director selection 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 mature 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 in class will be placed on reading a large amount of literature, and students will continue to independently develop skills and fundamentals through home practice. Instrumentation of the Wind Ensemble is limited. Attendance at performances such as home football games, a few basketball games and major concerts is required.

**Jazz Band II**
**Grade:** 9-12
**Prerequisites:** Audition or director approval necessary for enrollment. No jazz experience necessary, but students must be able to read music. All instruments welcome.
**Semesters 1-2, One credit per semester**

Jazz Band II is a year-long course 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 garage band 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.

**Jazz Band I**
**Grade:** 10-12
**Prerequisites:** Audition or director approval necessary for enrollment. Standard instrumentation (saxes, trumpets, trombones, drums, bass, piano, guitar)
**Semesters 1-2, One credit per semester**

Jazz Band I is a year-long, 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.

**Extra-Curriculars for Band Members**

**WSMA Solo/Ensemble Festival** is available to all band students enrolled in a performing music class.

**Travel Band** is offered every other year and is available to all students enrolled in year-long band courses.

# BAY CHOIRS

"Find your voice and share it with others" is at the heart of who we are. The Choir program is a place where all students can share a common bond of performing in a safe, inviting, and inclusive atmosphere. Choir will also challenge you to become a stronger musician and develop as a singer. The choir program at Whitefish Bay High School offers students the opportunity to study and perform masterpieces of choral music as well as other styles such as multicultural, Vocal Jazz, Pop, A' cappella, Patriotic, and Musical Theater. We perform in 4-5 concerts per year. Additional opportunities include participating in the annual January weekend Choir Retreat, April Pops Concert production, all-school musical production, WSMA Solo and Ensemble Music Festivals, and the Choir tour for select choirs to cities within the USA. Add your voice to WFBHS Choirs!

## Concert Choir

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

Concert Choir is a mixed choir designed for first- and second-year HS choir students from any grade. This course focuses on the development of basic skills, vocal technique, music reading, and musicianship. Students may participate in the course regardless of prior experience and may register without an audition.

## Treble Choir

**Grades:** 10-12
**Prerequisites:** Concert Choir and consent of instructor
**Semester 1-2, One credit per semester**

Treble is a choir of treble voices designed for the intermediate choir student. 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.

## Bel Canto

**Grades:** 10-12
**Prerequisites:** Audition and consent of instructor
**Semester 1-2, One credit per semester**

Bel Canto is a mixed choir designed for the advanced choir student. The required spring auditions measure music reading ability, tone quality, hearing ability, and previous choral experience. Students need to have taken Concert Choir and Treble Choir. This course requires strong skills and commitment and focuses on a vast, difficult, and comprehensive repertoire for performance at school and community events as well as competitions and festivals.

## Extra-Curricular Choirs

Extra-curricular choirs are open to the entire student body, regardless of prior experience or ability. Tower Singers (for bass voices), and Bay Belles (for treble voices), meet outside of class periods at either lunches or evenings. These groups include many students from the curricular choirs, but they also include other students who are not enrolled in choir for credit. Cantorei is a select chamber ensemble of 12-14 mixed voices chosen by audition each spring. Cantorei provides more experienced singers with further opportunities to explore unique and challenging repertoire. Cantorei performs frequently at school and community events. Students must be enrolled in a choir class to audition.

## 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. 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 part of the course.

## General Music Non-Performance Based Courses

### Digital Music

**Grades:** 10-12
**Prerequisites:** None
**Semester 1 or 2, One credit per semester**

Have you ever wondered how an album is produced? Are you interested in beat making and working with creating music? In Digital Music, students learn to produce, mix, edit, engineer, and add special effects to music projects. There is also instruction on sampling, mash-ups, and cloud based software. The projects include personal compositions, mastering of pre-recorded performances and sound mixing. This is a hands on course designed to teach your basic piano skills, songwriting, and the history of the last 100 years of recorded music. We also study film scoring and create video soundtracks.

### Advanced Digital Music

**Grades:** 10-12
**Prerequisites:** Successful completion of Digital Music or teacher approval
**Semester 1 or 2, One credit per semester**

In Advanced 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 pre-recorded performances, capturing, re-mixing, 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. Students will create a semester long album and project as part of this class. This level also explores different DAW's (digital audio workstations) and uses the recording studio as well. We also study film scoring and create video soundtracks.

**Music Theory**
**Grades:** 9-12
**Prerequisites:** Background or experience in music
**Semester 1 or 2, One credit per semester**
**Lab/Supply Fee -** $16.00

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). This class is designed for beginners.

**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. In a nutshell this course covers compositional elements, analysis, musical form, how to listen to music with a critical ear, and how the history of western classical music has informed the music of today. Ultimately we prepare AP theory students to take the College Board AP Theory Exam. After the exam we study Jazz music history and composition.

**American Pop Music: Evolution and Revolution**
**Grades:** 9-12
**Prerequisites:** None
**Semester 1 or 2, One credit per semester**

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 the family parlor to the clubs of Harlem to today's internet access to millions of songs, this active-discussion and listening-based course sheds light on 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.

# PHYSICAL EDUCATION/HEALTH

According to Wisconsin Department of Public Instruction, students in grades 9-12 need at least 1.5 credits of physical education to graduate. Credits must be earned over three separate years. 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 7:15am - 8:06am.

**All students must pass the swim test or enroll in PE-9 Swim.

**Physical Education 9**
**Grade:** 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. During the first week of school, every student who is enrolled in the swim class will be assessed to see their current swim levels and divided into two groups *(if class size exceeds 16 students*). While enrolled, students receive daily swimming lessons until they demonstrate proficiency in each of the required swimming skills tests. If students are able to demonstrate proficiency, they will switch over to the PE 9 (or elective) course that runs during the same hour at the end of the first quarter or progress report (2nd Quarter.)

**Health**
**Grade:** 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.

**THE FOLLOWING COURSES FULFILL PE GRADUATION REQUIREMENTS FOR THE GRADES INDICATED**

**Team Challenge**
**Grades:** 10-12
**Prerequisites:** PE 9

This course appeals to those students who desire competitive settings and engaging 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:** 10-12
**Prerequisites:** PE 9

In this course students explore areas including fitness training in areas such as cardiovascular training, weight training, yoga, etc. Students will also take part in other lifetime activities that include racket sports like badminton, tennis, and pickleball, as well as table tennis, kayaking, golf, paddleboarding, frisbee golf, spike ball. At the end of the course, students will design and implement a personalized fitness/activity plan.

**Zero Hour PE**
**Grades:** 10-12
**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, team and individual sports and activities, weight training, yoga, stress management, and overall fitness training

**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 using various resources, and collaborating with coaches, trainers, and other fitness professionals, 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.

**Everyday Yoga**
**Grades:** 10-12
**Prerequisites:** PE 9

Yoga means to "unite" – the breath with the body. It famously has a style for all 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. 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, athletes, inflexible, injured, or stressed out. Perhaps you just don't have the time or money to join an evening class! Mrs. Rodriguez is an RYT (Registered Yoga Teacher) and practicing enthusiast who will, joyfully, teach the class. Yoga can only be taken 1 time to fulfill PE graduation requirement, but can also be taken a second time for elective school credit.

**Officiating Team Sports**
**Grades:** 10-12
**Prerequisites:** None

This class is an introductory class to the field of sports officiating. Students who may be interested in working as an official either during or after high school should take this course before they begin applying for these positions. This semester course will teach students how to become a registered (WIAA) official, the rules for many sports, how to study and apply rules, how to position yourself on the field/court to make a call, how to work as a team with other officials, how to communicate with players, coaches and fans, as well as other issues faced by officials.

The class involves both dedicated study of the rule/game procedures and active participation in order to learn the necessary skills to be a successful official. Through simulated game activities officials gain experience on how to make and report calls during a contest and actively participate in the fun and fitness of playing team sports. Besides classroom instruction and activities, students will be exposed to various athletics career opportunities through guest speakers in the areas of sports administration, coaching, and official scoring.

Sports that will be covered include: basketball, soccer, volleyball, baseball / softball, flag Football

**THE FOLLOWING COURSES ARE ELECTIVE OPTIONS FOR THE GRADES INDICATED**

**Advanced Health**
**Grades:** 11-12
**Prerequisites:** Health 10

This class will be more focused on individual advocacy and skill development in all areas of wellness as well as environmental health. School and community projects will be a significant portion of this class, and will be student driven and teacher guided. Students will also have the opportunity to pick subject areas they are passionate about and design their own learning opportunities around them. This class will also cover greater detail in other topics that will prepare students for post high school life /adulthood.

**Senior Team Challenge**
**Grade:** 12
**Prerequisites:** PE 9

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:**

1. l 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, molecular science, cellular transport, protein synthesis, genetics, evolution, and energy flow.

**Chemistry in the Community (Chem Comm)**
**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. Chem Comm includes quantitative calculations but with less emphasis on theoretical and mathematical applications than in Chemistry.

Chem Comm is not an automatic prerequisite for AP Biology or APES. Teacher approval will be required if you want to register for those courses. Chem Comm is not an acceptable prerequisite for AP Chemistry.

**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, and acid-base chemistry. Through lecture, discussion, and hands-on experiences, Chemistry emphasizes practical applications, problem solving and critical thinking skills that will prepare students for their future.

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

Students 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 topics such as electricity, waves, energy, dynamics, and kinematics. Students will demonstrate knowledge on these topics through traditional tests as well as 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, lab 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 and 2, One credit per semester**
**Lab/Supply Fee:** $15 for engineering notebook and other supplies

Principles 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 & 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 should 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 Chem Comm 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 earth science, populations, ecology, agriculture, air, water, and climate. 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
**Semester 1-2, One credit per semester**
**Lab/Supply Fee:** $25.00 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 biochemistry, cellular processes, genetics, evolution, and ecology. 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. Dissection is a required part of the course expectations and will count 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 might 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. Chem Comm 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
**Semester 1-2, One credit per semester**
**Lab/Supply Fee:** $25.00

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.

**Students that are juniors may take Mechanics concurrently with Calculus AB or BC with consent of instructor*.

**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:** None
**Semester 1 and 2 (Transcript as either two "Engineering" credits or one "Science- Elective" credit)**
**Semester 1 and 2, One credit per semester**
**Lab/Supply Fee:** $25

This Project Lead the Way Biomedical Science Course sets the foundation for understanding Biomedical Sciences. Students begin with a Forensics unit surrounding a mysterious death where they learn about evidence collection and evaluation to determine the cause of death. They will then explore Clinical patient care and learn a variety of skills related to health care and professionalism. Following that is a unit on Outbreaks & Emergencies where students explore how to determine a course of action with EMT skills as well as learning how to prioritize patients, staff, and resources in an emergency. Students will learn how to act as a Biomedical Scientist, developing important laboratory skills in addition to content understanding. Students will also have the opportunity to explore many careers related to Biomedical Lab Sciences.

**Medical Interventions**
**Grades:** 10-12
**Prerequisites:** Completion of or concurrent enrollment in Chemistry or Chem Comm
**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. Students will gain experience with high level biological laboratory skills including micropipetting, bacterial culturing, gel electrophoresis and recombinant DNA.

**Human Body Systems**
**Grades:** 10-12
**Prerequisites:** Completion of or concurrent enrollment in Chemistry or Chem Comm
**Semester 1-2, One credit per semester**
**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.

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

# SOCIAL STUDIES

**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 into chronological units beginning with the 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 ending with Modern Day Struggles and the Rise of Authoritarianism

**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.

**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.

**AP United States History**
**Grade:** 11
**Prerequisites:** Semester grades of B or better in freshman and sophomore English and Social Studies courses is encouraged
**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
**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.

**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**
**Grades:** 11-12
**Prerequisites**: Success in the course depends on strong mathematical foundations. Students must be comfortable with basic mathematical concepts and graphing, as these skills are essential for analyzing economic models and interpreting data presented in a college-level textbook. Prior or concurrent enrollment in Pre-Calculus is highly recommended.
**Semester 1 or 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 word 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.

**Black History**
**Grades:** 9-12
**Prerequisites:** None
**Semester 1 or 2, One credit**

An elective course that examines the history of Africa and the experience of Black Americans in an interdisciplinary format, including analysis of the unique historical, cultural, and social developments from the Middle Passage to the present day. This course will address the literary and artistic contributions of Blacks to the American culture. The course will follow the C3 Framework, which contains the Whitefish Bay Historical Thinking Skills to create purposeful context. Cause and effect, primary source document analysis, change and continuity over time, etc., strategically align with the Common Core Standards of Social Studies. Critical thinking, reading, writing, and oral presentation skills are emphasized as this course is designed to introduce students to the major themes, issues, and debates in Black History from its African origins to present day. It serves as a general introduction to the historical overview of the African-American experience through readings, technology, film, music, and more.

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

# WORLD LANGUAGE

- **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 within the limits of the vocabulary, grammar, structure, and cultural concepts of first level material. Students practice all skills, working from oral, written, and visual stimuli. The cultural emphases are daily life in French-speaking countries throughout the world and the geography of France.

**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. Listening and speaking activities become more intense, and reading and writing practice continues on a more advanced level. The cultural emphasis is Paris.

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

The goal of this third year French is to further develop the ability to understand and communicate orally and in writing. It includes a comprehensive review of levels 1 and 2 grammar, intensive vocabulary building, and reading short stories and plays. The cultural emphasis is French history.

**French Level 4**
**Grades:** 9-12
**Prerequisites:** C- or better in French Level 3
**Semester 1-2, One credit per semester**

This course seeks to develop the student's ability to read unabridged French literature of moderate difficulty for both content and critical evaluation as well as to develop the student's ability to speak, understand, read, write, and make contemporary cultural references on a mature level. A grammar review is part of the course work.

**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 specifically 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 course concentrates on refining language skills, with particular emphasis on speaking and writing. Some degree of independent study will be part of the course, and a wide variety of French literature is offered.

**Students at all language levels are encouraged to participate in German Club and the biannual GAPP student exchange (16-21 days) with our partner school near Heidelberg, Germany**

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

In this entry-level class, students will begin to develop basic listening, speaking, reading, and writing skills in the German language. Topics and grammatical structures follow the level 1 textbook and will be supplemented with short texts, videos, songs, news reports etc. to create cultural awareness about the German-speaking countries.

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

This course continues to develop proficiency in the four language domains: listening, speaking, reading, and writing. Curricular units are based on the level 2 textbook and supplemented with reading selections, video and audio recordings, as well as current events to increase cultural understanding of the German-speaking countries.

**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' abilities in the four language domains. Teaching units are based on the level 3 textbook and more advanced grammatical concepts are practiced to increase students' language proficiency. Additional video and audio recordings, fictional and non-fictional texts are used to help students understand cultural differences.

**German Level 4**
**Grade:** 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, and discuss topics in the German language. Teaching units are not based on a textbook but revolve around some of the six AP themes. 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 complete on the AP exam.

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

This course is designed to follow a college level curriculum and to prepare students for the College Board German AP examination. Success on the 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 the form of non-fictional 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 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 course, students are introduced to the fundamentals of understanding, speaking, reading, and writing Spanish. The culture of Spanish speaking countries is also a part of the course work. Practice in all skills is provided through written, oral, listening and reading exercises.

**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. Regular practice in the use of vocabulary is stressed with increasing emphasis placed on the structure of the language in writing and speaking exercises. Spanish culture is studied and reading skills are further developed.

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

Students develop the ability to communicate and understand conversations of average tempo. Students reading and listening skills are further developed through the use of native sources pertaining to certain cultural aspects. Emphasis is on communication. A review of previous grammar learned and an extension into advanced grammar is part of the course.

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

Students continue to develop the ability to read Spanish literature of average difficulty and to understand conversation of average tempo and to communicate successfully in the language.

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

Advanced class that may serve as an alternative to AP Spanish or that may be taken concurrently with that course. The course is designed to bridge the gap between high school and college-level Spanish courses. Students in this class will practice reading, writing, listening, and speaking skills while exploring Hispanic literature and film from Spain, Latin America, and the Caribbean. Emphasis will be placed on critical reading and oral and written analysis of the literary works.

**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. Satisfactory achievement on this exam carries college credit and advanced course placement in college. Emphasis is on building the skills of speaking, listening, reading, and writing within different themes and current events. This course requires the purchase of textbooks in the amount of approx. $100.00