

A compass rose with a mountain peak in the center. The letters N, S, E, and W are positioned around the mountain. A small anchor is located on the left side of the mountain. The background of the entire page is a solid blue color.

Course and Career Planning Guide

2020-2021



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MISSION STATEMENT OF ASHLAND HIGH SCHOOL

The mission of Ashland High School is to focus on student learning. We will work to ensure students connect to their education by making learning relevant so that students become responsible citizens and contribute to society. Students will learn academic skills: reading, writing, math, critical thinking, and communication. Students will learn how to get along with others in a safe learning environment.

Graduation Requirements

Students in the Ashland School District have access to courses that provide a balanced academic background which meet a broad array of interests and needs. Students in grades 9-12 will be expected to successfully complete those courses (required and elective) necessary to meet the 24 required credits during the high school years as established by the Board and listed in the policy.

At least 24 high school credits including:

| Graduating Class of 2020 and beyond | |
|--|--|
| English - 4.0 Credits | Mathematics - 3.0 Credits |
| 1.0 English 9 | 1.0 Algebra 1 |
| 1.0 English 10 | 1.0 Geometry |
| 1.0 English 11 Elective | 1.0 Algebra 2 or Math Elective |
| 1.0 English 12 Elective | |
| | Health - 0.5 Credit |
| Science - 3.0 Credits | |
| 1.0 Science 9 | Physical Education - 1.5 Credits |
| 1.0 Biology | 0.5 PE 9 or Strength & Conditioning |
| 1.0 Science Elective | 0.5 PE 10 or Strength & Conditioning |
| | 0.5 PE Elective |
| Social Studies - 3.0 Credits | |
| 1.0 Global Studies | Finance & Careers (F&C) - 0.5 Credits |
| 1.0 U.S. History | |
| 1.0 Social Studies Elective | Elective- 8.5 Credits |

***Wisconsin Required Naturalization/Civics Exam**-all students must pass with a 65%

Full-time Student Requirements

5200.01 - FULL-TIME STUDENT

The Board of Education defines a full-time student as:

- A. a student enrolled in a Board-approved program;
- B. a student enrolled in three (3) credits per semester unless the student is enrolled in a Board-approved Early College Credit & Start College Now program, special education program identified in an IEP, modified program authorized for medical, emotional/social or disciplinary reasons, or an alternative education program that includes the following combination of higher education credits plus high school credit loads;

| Higher Education Credits | High School Credits |
|--------------------------|---------------------|
| 12+ | 0 |
| 9-11 | 0.5 |
| 6-8 | 1.0 |
| 1-5 | 2.0 |

- C. a student enrolled as a 5th year senior.

Students who do not meet one (1) of the standards identified above will be classified as part-time students.

Minimum Recommended: Freshman

Six and one-half credits to include one credit of English 9, one credit of Global Studies, one credit of Science 9, one credit of Mathematics (algebra), one-half credit of PE 9 or strength and conditioning, one-half credit of health, and two additional credit.

Sophomores

Six and one-half credits to include one credit of English 10, one credit of U.S. History, one credit of Biology, one credit of Mathematics (geometry), one-half credit of PE 10 or strength and conditioning, and two and one-half additional credits.

Juniors

Six and one-half credits academic credits to include one credit of English, one credit of Social Studies, one credit of Science, one credit of Mathematics, one-half credit of PE (unless taken in sophomore and senior year), one-half credit of Finance & Careers (taken during the junior or senior year), and one and one-half additional credit.

Seniors

Six and one-half academic credits including one credit of English, one-half credit of PE (unless taken in sophomore and junior year), one-half credit of Finance & Careers (if not taken during the junior year), and four and one-half additional credits.

Academic & Career Planning/College & Career Readiness

Xello formally Career Cruising: Ashland High School utilizes the career development tool Xello. This tool allows students to develop a cumulative Academic and Career Portfolio. This powerful tool allows you to participate in activities that will allow you to learn more about yourself as well as to document academic and career experiences that you have while you are in school.

Grade 9: In ninth grade credits become very valuable. Missed credits in required courses will need to be made up. Additionally, students will continually revise the plan for what they would like to do after graduation and engage in structured activities designed to help them learn about career skill development and college and career options.

Grade 10 Career Education: Students begin to narrow their career considerations and broaden their understanding of learning and post-secondary options. Students will continue to have structured activities designed to help them learn about career skill development and college and career options.

Grade 11: Reminder to continue to meet with your counselor. Annual event: Education Fair, WITC Career Day, a career pathway exploration day. All juniors are invited to explore career pathways they may be interested in and then they have the option to attend WITC for a day to take classes in their chosen pathway. Students participate in hands-on learning and experience a day at a post-secondary institution to get a sense of options after high school.

Grade 12: Education Fair, All seniors will meet with their counselor at the beginning of their senior year to make sure they are on track to graduate and on track with their post-secondary plans.

****Many post-secondary, college, and military reps come to AHS during the year to talk with students interested in their programs. All students should read announcements & school email to learn about the many opportunities AHS has to offer throughout the school year.**

Career Planning

Students, parents, and guardians are welcome to make appointments with counselors anytime throughout the year. In addition, school counselors present on post-secondary planning as well as distribute transcripts to 10-12th grade students. Students need to take and pass the Wisconsin Required Naturalization/Civics Exam.

Four Year Course Planning Worksheet

24 credits required for graduation

| FRESHMAN | | | JUNIOR | | |
|---------------|--|------------|---------------|--|------------|
| Course Key | Course Name | Credits | Course Key | Course Name | Credits |
| | PE 9 or Strength & Conditioning | 0.5 | | Phy Education (unless taken as a sophomore and senior) | 0.5 |
| | Health | 0.5 | | Finance & Careers (Junior or Senior Year) | 0.5 |
| | English 9 | 1 | | English 11 Elective | 1 |
| | Algebra 1 | 1 | | Algebra 2 or Mathematics Elective | 1 |
| | Science 9 (Sci 9 was taken in 8th grade, then Biology) | 1 | | Science Elective or Ag- Sci Equivalent Elective | 1 |
| | Global Studies | 1 | | Social Studies Elective | 1 |
| | Electives | 2 | | Electives | 1.5 |
| Total Credits | | 6.5 | Total Credits | | 6.5 |
| SOPHOMORE | | | SENIOR | | |
| Course Key | Course Name | Credits | Course Key | Course Name | Credits |
| | PE 10 or Strength & Conditioning | 0.5 | | Phy Education (unless taken in sophomore and junior) | 0.5 |
| | English 10 | 1 | | Finance & Careers (Junior or Senior Year) | 0.5 |
| | Geometry | 1 | | English 12 Elective | 1 |
| | Biology | 1 | | Electives | 4 |
| | U.S. History | 1 | | | |
| | Electives | 2.5 | | | |
| Total Credits | | 6.5 | Total Credits | | 6 |

Scheduling Deadline

The entire hiring process and the procedure of building the master schedule for the school is based on the class's students request when scheduling. Therefore, students and parents should give careful thought to their course selections. Student needs and course enrollments are taken into consideration for changes in courses or schedules requested after designated deadlines.

Registration/Scheduling: Academic and Career Planning (ACP) and reviewing that ACP yearly are critical steps to a successful high school experience and transition to postsecondary plans. Students are encouraged to plan their schedules according to career pathways and post-secondary requirements. The registration/scheduling process starts in January. Changes in schedules after registration are difficult to make and must meet the criteria in our change policy. Please set up an appointment with your school counselor to help with planning.

Add/Drop Class:

Students will have the first 3 days of each semester to add or drop classes. After the 3 days, students can no longer add classes; however, they can still withdraw from a course. All students are allowed to withdraw from a course until mid-term of the 1st or 3rd quarters. After those deadlines, withdraw from a course results in a withdraw fail grade (WF). Students also cannot drop or withdraw from a course if it puts them below the 3 credit/semester requirements.

PLEASE NOTE:

Courses highlighted in gray are not being offered for the upcoming school year. They will be offered the following school year. These classes are offered on an every other year basis.

Know...

Who am I? get to know your interests, skills, and strengths.

Explore...

Where do I want to go? Explore career pathways and education opportunities.

Plan...

How do I get there? Set goals, choose courses, join clubs and activities, fill out applications, write resumes, fill out FAFSA. Set your route!

Go...

Achieve your goals/plans! Recalculate as needed.

School Counseling Services

School Counseling Services are available to each of you to aid in your academic success in school, to help you better understand your strengths and limitations, and to help in planning for and obtaining realistic goals.

School counselors focus on facilitating:

- Student transitions from middle school and from high school
- Academic programming of students
- Academic progress of students
- Career exploration
- Post-secondary planning
- Assisting with identification of student issues and needs

Whenever you have a concern or need information, you are encouraged to see your school counselor. Throughout the course description book, you will see an increased emphasis on career exploration and development. As you engage in the process of making career decisions, it is important that you understand the purpose and expectations of the university system, technical college, apprenticeship programs, and the world of work.

Post high school opportunities:

1. Technical Colleges

These programs offer opportunities to learn specialized skills and trades that meet the needs of business and industry. Requirement: High school diploma or equivalent.

2. Armed Forces

Recruiters visit high schools regularly to provide up-to-date information. Requirement: High school diploma.
airforce.com; goarmy.com; navy.com; marines.com

3. Colleges and Universities

Many colleges and universities have two-year and four-year university programs. High school coursework should prepare you for college by helping develop strong skills in at least four areas—English, math, social studies, and natural sciences. World language is also recommended. Requirements: High school diploma, core college preparatory credits, grade point average, class rank, and ACT or SAT test scores. Consideration is also given to co-curricular and community activities.
www.uwhelp.wisconsin.edu;
www.wisconsinmentor.org

4. Apprenticeships

Youth Apprenticeships and Post-secondary apprenticeships may be available through sponsorship by a trade professional. It typically includes technical college coursework and on-the-job training. Requirement: High school diploma or equivalent.
www.dwd.wisconsin.gov/apprenticeships/

5. World of Work Plan ahead!

Students may increase employment options and opportunities by selecting career-related courses.

Wisconsin Job Centers provide a 'one-stop' service for employers to meet their workforce needs and job seeker to get the career planning, job placement and training services they need to get jobs. Call toll-free 888-258-9966 to learning the phone number and address or your nearest Wisconsin Job Center or go to www.wisconsinjobcenter.org

Post-Secondary Education Admission Tips and Readiness

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed below are the minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admissions process.

University of Wisconsin System

Students must meet the following minimum requirements in order to be eligible for admission:

| | |
|------------------------------------|-----------|
| English | 4 credits |
| Mathematics (minimum of Algebra 2) | 3 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| Electives | 4 credits |

Two years of a single world language are required for admission to UW-Madison, and strongly recommended at other UW System campuses. Additional years make for a stronger application to 4 year universities. Students are also able to take a placement exam to earn retroactive college credit.

Nation's Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:

| | |
|-------------------|-------------|
| English* | 4 credits |
| Mathematics | 4 credits |
| Science | 3-4 credits |
| Social Studies** | 3 credits |
| World Language*** | 3-4 credits |

*Intensive work in writing

**Includes American & European History

***At least one world language

Rigorous courses should be taken, including AP level when possible.

Technical Colleges

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

| | |
|-------------------|-------------|
| English | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| Technical Courses | 3-4 credits |

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:

| | |
|--|-----------|
| English | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| World Language(Check individual colleges as requirements vary) | 2 credits |

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Advanced Placement Program

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges. AP courses expose high school students to college level material and give students the opportunity to show that they have mastered the material by taking an AP exam. Colleges and universities may grant credit, placement or both to students who have attained a level specified by the institution. College and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain the college's AP policy.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college and demonstrating to colleges their willingness to undertake a challenging course. Students take AP courses and exams for several reasons, including the challenge, the money and time saved and opportunities that can unfold as a result. The entering college student who has been given AP recognition can take advanced courses, explore different subject areas, enter honors and other special programs, pursue double majors and even complete undergraduate requirements early.

Students self-select into AP courses, but need to take an assessment in the spring. *Please be aware that all AP courses use college-level curriculum, materials, assessment and homework.* All students taking AP courses will be encouraged to take the corresponding AP exam.

Each exam has a multiple-choice section and a free response (essay, problems, etc.) section. Scores on the AP test include: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation). A student who earns a grade 3 or better on an AP exam is generally considered qualified to receive credit for the equivalent course at one of the 2,900 colleges and universities that give credit for AP exams.

Registration for AP exams will take place during February. The non-refundable fee of approximately \$93.00 is due at the time of registration. The AP exams are administered during May. Students with special needs can be accommodated but must discuss any necessary nonstandard exam conditions with the AP coordinator before registering. For further information, please contact the district AP coordinator, Jenny Kempf at 7089 x1008.

The following chart indicates which AP courses are offered in the Ashland School District:

| Classes | AP Exam |
|------------------------|------------------------------------|
| AP Calculus AB | Calculus AB |
| AP English Lang & Comp | English Language and Composition |
| AP English Lit & Comp | English Literature and Composition |
| AP Statistics | Statistics |
| AP U.S. History | U.S. History |
| AP World History | World History |

Grade Point Averages

The following scales will be used to calculate grade point average for the respective classes.
All Advanced Placement (AP) courses will be weighted grades.

| Letter Grade | GPA Weight | Letter Grade | GPA Weight |
|--------------|------------|--------------|------------|
| A+/A | 4.0 | C | 2.0 |
| A- | 3.7 | C- | 1.7 |
| B+ | 3.3 | D+ | 1.3 |
| B | 3.0 | D | 1.0 |
| B- | 2.7 | D- | .7 |
| C+ | 2.3 | F | 0.0 |

AP courses/Weighted Grade Scale

| Letter Grade | GPA Weight | Letter Grade | GPA Weight |
|--------------|------------|--------------|------------|
| A+/A | 5.0 | C | 3.0 |
| A- | 4.7 | C- | 2.7 |
| B+ | 4.3 | D+ | 2.3 |
| B | 4.0 | D | 2.0 |
| B- | 3.7 | D- | 1.7 |
| C+ | 3.3 | F | 0.0 |

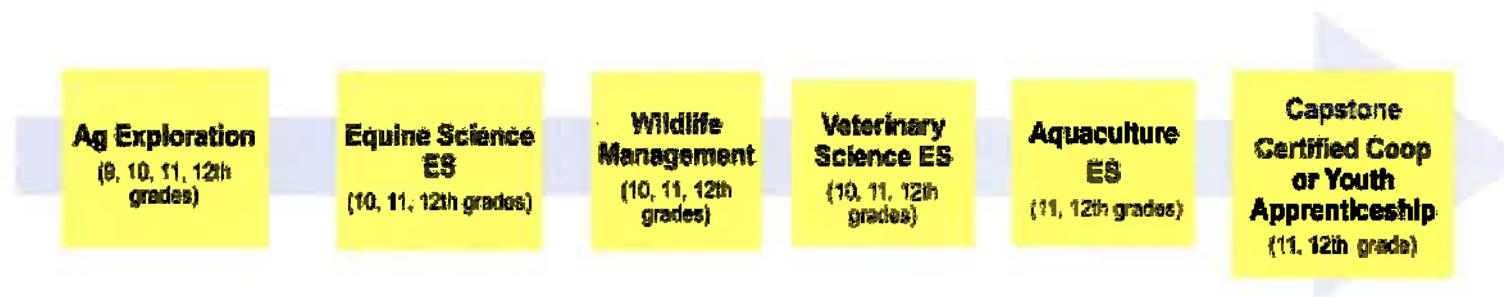
Agriculture, Food & Natural Resources

Animal Systems Pathway

Pathway for the student preparing for a 4-year college degree in a ----



Pathway for the student preparing for a 4 year degree in a CORE SUBJECT field or 2-year degree in CORE AREA



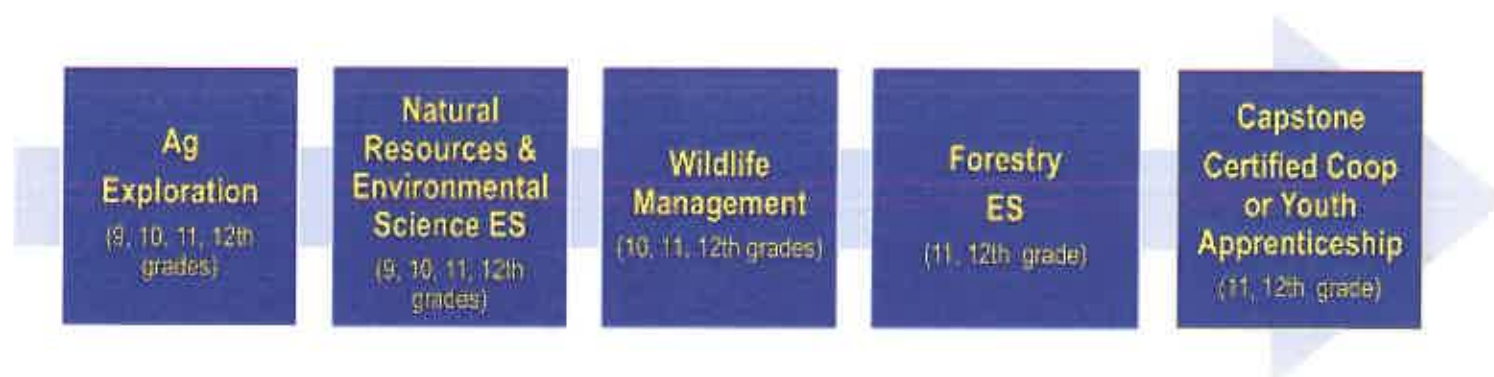
Agriculture, Food & Natural Resources

Natural Resources & Environmental Systems Pathway

Pathway for the student preparing for a 4-year college degree in a -----



Pathway for the student preparing for a 4 year degree in a CORE SUBJECT field or 2-year degree in CORE AREA



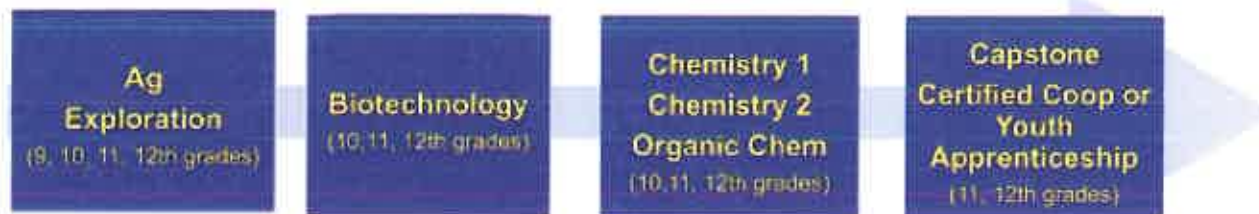
Agriculture, Food & Natural Resources

Pathway for the student preparing to enter the workforce, military, apprenticeship or certification after high school:



Biotechnology Systems Pathway

Pathway for the student preparing for a 4-year college degree in a -----



Pathway for the student preparing for a 4 year degree in a CORE SUBJECT field or 2-year degree in CORE AREA



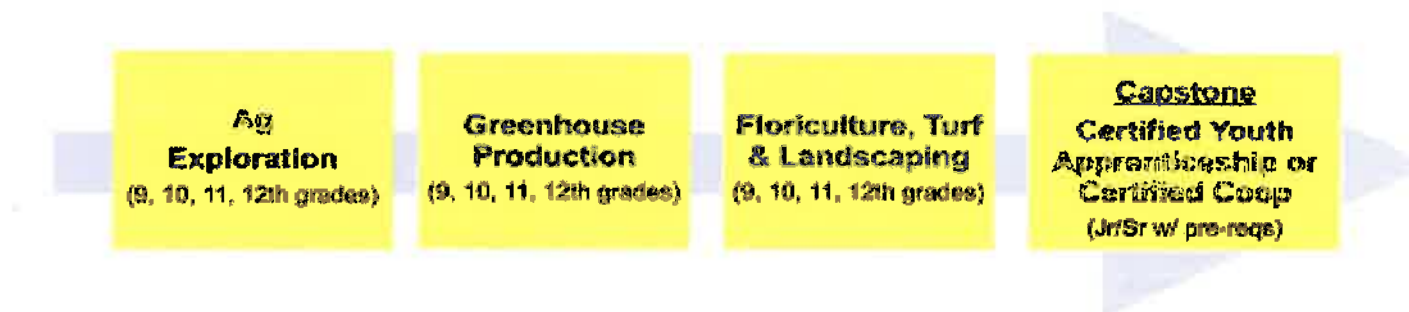
Agriculture, Food & Natural Resources

Plant Systems Pathway

Pathway for the student preparing for a 4-year college degree in a ----



Pathway for the student preparing for a 4 year degree in a CORE SUBJECT field or 2-year degree in CORE AREA



Pathway for the student preparing to enter the workforce, military, apprenticeship or certification after high school:



Agriculture, Food & Natural Resources

Agriscience Exploration ½ credit **Freshmen/Sophomore/Junior/Senior**

Course Description: Agriscience provides students with an introduction to the science of agriculture and the variety of agriculture careers within this industry. Using hands-on technology, students will investigate areas in the Agriculture, Food, and Natural Resources Career Pathway including Animal Systems, Agribusiness Systems, Environmental Service Systems, Food Products and Processing Systems, Natural Resources Systems, Plant Systems, Power, Structural, and Technical Systems.

Aquaculture (ES) ½ credit **Junior/Senior**

Course Description: Investigate the cultivation and propagation of aquatic plants and animals. Students will manage an 800-gallon aquaculture system with an aquaponics component and maintain smaller tanks of ornamental fish. This is a hands-on course that relies on student work to raise fish for human consumption.

Equine Science (ES) 1 credit **Sophomore/Junior/Senior** 20-21

Course Description: Equine Science provides an overview of the equine industry. Students will use traditional and hands-on learning activities to understand the economics of the horse industry, recognize and describe equine breeds, identify and explain equine anatomy and physiology.

recognize and describe horse conformation and movement, horse judging, equine reproduction systems and breeding, equine nutrition, health management strategies, feeds and grazing strategies, safe facilities, training techniques and financial aspects of the equine industry.

Floriculture, Turf & Landscapes ½ credit **Freshmen/Sophomore/Junior/Senior** 21-22

Course Description: Investigate the history and importance of flowers and plants in our daily lives, learn different styles and types of designs and arrangements, identify plants and flowers importance in different cultures and for different occasions, design your own flower bouquet, make your own corsage and design with dried flowers. You will investigate and identify different cut flowers and their properties as well as propagation techniques.

Forestry (ES) ½ credit **Junior/Senior** 20-21

Course Description: Forestry will provide students with an opportunity to investigate the forest industry, including forest ecology, tree identification, land and forest management, invasive species management, wildlife management, wood characteristics and uses, harvesting and manufacturing of forest products and forest volume assessments resulting in a forest harvest plan for a shared forest plot.

Greenhouse Production ½ credit **Freshmen/Sophomore/Junior/Senior**

Course Description: This course provides students with the knowledge and skills required to propagate, grow, and maintain a variety of plants for the different seasons. Also learn techniques to manage your own greenhouse for personal or small business purposes including inventory, wholesale and retail costs, income and small scale production.

Natural Res. & Env. Science(ES) ½ credit **Freshmen/Sophomore/Junior/Senior**

Course Description: This semester course is for those students interested in a career in Natural Resource Management and Environmental Science.

Veterinary Science (ES) 1 credit **Sophomore/Junior/Senior** 21-22 **Prerequisites:** **Biology**

Course Description: Using a combination of traditional and hands-on learning techniques, students will have the opportunity to care for and study animals from the perspective of veterinary staff. Students will delve into anatomy and physiology, nutrition, sanitation, veterinary techniques, animal behavior and restraint, diseases, parasites and more. Field trips and guest speakers are common. Students may have the opportunity to shadow and/or volunteer at local veterinary clinics to apply the animal husbandry skills they will learn. This course is for science equivalency credit and both lab and traditional coursework are expected.

Wildlife Management**½ credit****Sophomore/Junior/Senior 21-22**

Course Description: Wildlife Management provides students with more in-depth exploration of wildlife management and the variety of careers associated with the industry. Students will explore topics such as wildlife habitat planning and management, wildlife conservation and history, and investigate Wisconsin wildlife species through laboratory experiences, field trips, guest speakers and student projects.

Biotechnology**½ credit****Sophomore/Junior/Senior 20-21**

Course Description: Investigate the fastest growing avenue within the agriculture industry. Examine the history, ethics and extent found in today's industries; explore cloning, DNA fingerprinting, tissue culture, hydroponic, AI (artificial insemination), GMOs and many other exciting topics.

AFNR WORK EXPERIENCE OPPORTUNITIES:

Certified Agricultural Co-Op 1-2 credits
(year long participation required)
(maximum 2 credits toward graduation)

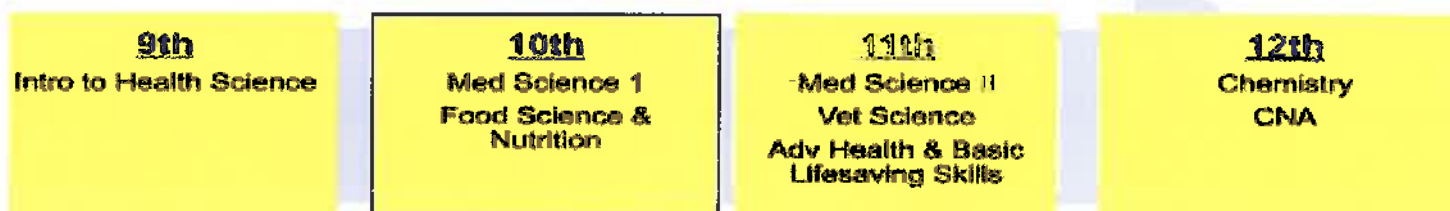
Prerequisites: Student must previously have been enrolled in an approved Ag course and gain approval from the instructor and principal prior to enrolling in the Certified Ag CoOp program.

Certified Youth Apprenticeship 1-2 credits
(year long participation required)
(maximum 2 credits toward graduation)
Junior/Senior

Prerequisites: Student must previously have been enrolled in approved courses and gain approval from the instructor and principal prior to enrolling in the Certified Youth Apprenticeship Program.



Health Care Related Occupations Pathway:



Business Administration/Marketing Career Pathway:



Business/IT/Marketing

Finance and Career Studies

½ credit (This course meets the requirements for graduation)
Junior/Senior

Course Description: This course will teach students the essentials of responsibly and effectively managing their money, and developing employability skills. Students will develop a practical knowledge of personal finance and career power skills. Topics include: Behavioral finance, taxes, saving, checking, spending, credit scores, credit cards, loans.

Topics include: Behavior finance, taxes, savings, checking, budgeting, types of credit, managing credit, investing, college and career.

Business Essentials

½ credit
Freshman/Sophomore/Junior/Senior

This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As

students learn about the different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities. Students that want to run their own business, work in a family business or work in big business would benefit from this course

Business Technology Applications

½ credit
Freshman/Sophomore/Junior/Senior

This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, internet services, graphics, desktop publishing, basic web design, interactive media, ethical issues, and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

Introduction to Health Science

½ credit
Freshman/Sophomore/Junior/Senior

Do you have what it takes to be a healthcare provider? This course offers an exploration of the medical and health-related professions. There are endless opportunities and benefits to working in the largest and fastest growing industry, Health Care. Learn about the healthcare system, infection control, vital signs, CPR, medical law and much more. This class will prepare you for a future in health care. Challenge yourself to see if you have what it takes.

Marketing A & B

½ or 1 credit
Sophomore/Junior/Senior
Students may take A (or B) for .5 credit. You may take a second semester for an additional .5 credit. (to complete a 3rd or 4th semester talk with your counselor/instructor)

Throughout this course you will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including the 4 P's: Product, Price, Place & Promotion. It is a project-based business course. The class also includes topics on retail sales, business presentations, management, entrepreneurship, ethics, career exploration, and business and marketing plans. Students will have the opportunity to participate in FBLA (Future Business Leaders of America). FBLA gives students the opportunity to learn business leadership skills as well as compete in Area, State, and National competition.

FBLA is an extracurricular activity; however, is a great way to apply what they have learned in the course. For more information, see fbld-pbl.org. Students must have a C or higher to be a paid member to participate in FBLA.

Multi Program Co-op - Marketing 1-2 credits (year-long participation is preferred)
Senior

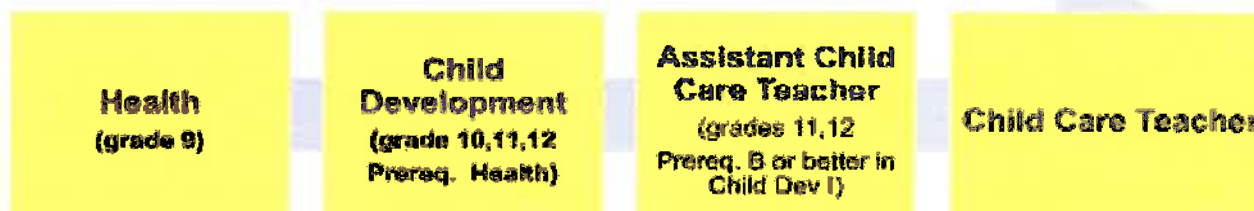
Prerequisites: Marketing I is required. Students must also be enrolled in the Marketing II or Business/Entrepreneurship course. Consent of the instructor and approval by the principal is also required.

Course Description: Marketing Co-op revolves around a coordinated marketing work release. It provides students with actual marketing work experience. Related projects and exercises are required.



******All Pathways lead to 2- year college and/ or 4- year college degrees. Some pathways lead to certifications through WITC programs or DPI certificates.**

Pathway for the student preparing for a career in Teaching, Child Care, or related child centered occupations---



Family & Consumer Science

Pathway for the student preparing for a career in Food Service, Hospitality Services, Tourism---



Pathway for the student preparing for a career in the Visual Arts Career Cluster : Fashion, Retail Merchandising, Interior Design, etc.



Family & Consumer Science

Discovering Foods

½ credit

Freshmen/Sophomore/Junior/Senior

\$5.00 Class Fee

Course Description: Students will learn safety, teamwork, basic food preparation techniques, food selection, storage and safe handling practices, function of ingredients and nutritional needs throughout the life cycle. Learning activities include food labs (quick breads, fruits and vegetables, casseroles and more), inquiry activities, projects, assignments and tests. This course would be helpful for students interested in developing life skills or for students interested in careers such as human development, health sciences and hospitality where knowledge of nutrition and/or food preparation is beneficial.

Food Science & Nutrition

½ credit

Sophomore/Junior/Senior

\$5.00 Class Fee

Prerequisites: *Discovering Foods*

Course Description: Food Science and Nutrition will provide tools to develop a healthy lifestyle plan. Students will use science to investigate the impact of food choices as well as experimental labs to create a variety of foods. This course provides a strong foundation for students interested in a health occupation and/or sports-related career pathway.

Intro to Culinary Arts (Part A)

½ credit

Junior/Senior

Prerequisites: *Discovering Foods C or better (not concurrent) **Concurrently Enrolled in Culinary Arts (Part B)*

Course Description: Intro to Culinary Arts is a hands-on exploration of the food service industry. This course will cover basic food production concepts such as safety and sanitation, quantity food production, and sharpen kitchen skills. Multiple opportunities in the kitchen laboratory will enhance student learning through application. This is Part A of the Culinary Block to be taken concurrently with Part B of the Culinary Block.

Culinary Arts (Part B)

½ - credit

Junior/Senior

\$5.00 Class Fee

Prerequisites: ***Concurrently Enrolled in Intro to Culinary Arts (Part A) Discovering foods C or better(not concurrent)*

Course Description: The purpose of this class is to help students refine food preparation and management skills for entry level food service positions. This course provides food service competencies in the areas of food safety, sanitation and food preparation techniques. Students will plan, prepare and serve food in the classroom restaurant, the "OreDock Café," as part of a simulated occupational experience. Students will also explore international Cuisines. There will be lab experiences, simulations, projects, assignments and tests.

Child Development I

½ credit

Sophomore/Junior/Senior

Prerequisites: *Health*

Course Description: This is an ideal course for students who want to pursue a career that will involve working with children or for students who are planning to have children someday. Students will learn about the importance of the family structure, effective parenting strategies and child development beginning with conception and moving through birth, infancy, toddlerhood, pre-school and school-age. Students will gain valuable insights and understanding of the sequence of physical, intellectual, emotional and social development of children. This course is a prerequisite for the ACCT course.

Assist Childcare Teacher Certification (ACCT)

½ credit

Junior/Senior

Prerequisite: *"B" or Better in Child Dev I*

Note: Ashland High School has an advanced standing agreement with WITC in which students who successfully complete this class with a "B" or better will receive 3 credits from WITC for an ECE elective. The student will not need to take the class at WITC.

Course Description: Assistant Childcare Teacher (ACCT) is a course designed to expose students to the joy of working with young children. The focus of this course will be to develop and apply teaching practices appropriate for the developing infant, toddler, and preschool-aged children. Upon successful completion, students will earn a DPI certificate that will allow them to work in a child care facility prior to the age of 18. **Students must be age 17 by the completion of the course.**

Design I**½ credit*****Freshmen/Sophomore/Junior/Senior***

Course Description: The focus of this course is the elements and principles of design. Areas of study are the history of housing styles, floor plans, furniture design, interior surface materials and green construction. Additional emphasis on fashion, clothing, and how basic design principles impact our everyday clothing choices will also be included in this course for a great combination. This course along with Design II meets the requirements for Co-op.

Design 2**½ credit*****Freshman/Sophomore/Junior/Senior******Prerequisites: Design I***

Course Description: Design 2 continues with the concepts covered in the Design I course. This advanced design course will expand the fashion focused curriculum to include apparel production, design, textile arts, fashion service, merchandising communication and education as well as the additions of architecture and landscaping to enhance the interior design concepts covered in previous courses. Students interested in the fashion careers industry and/or housing design would benefit from taking this class.


Textile Arts**½ credit*****Sophomore/Junior/Senior******Prerequisites: Design I***

Course Description: Textile Arts is a project based course. Student will create items from sewing, knitting, etc. Creating items for personal use as well as for community purchase will be prominent aspects of this course. They will need to be able to purchase supplies for personal items. Sale item supplies will be provided.

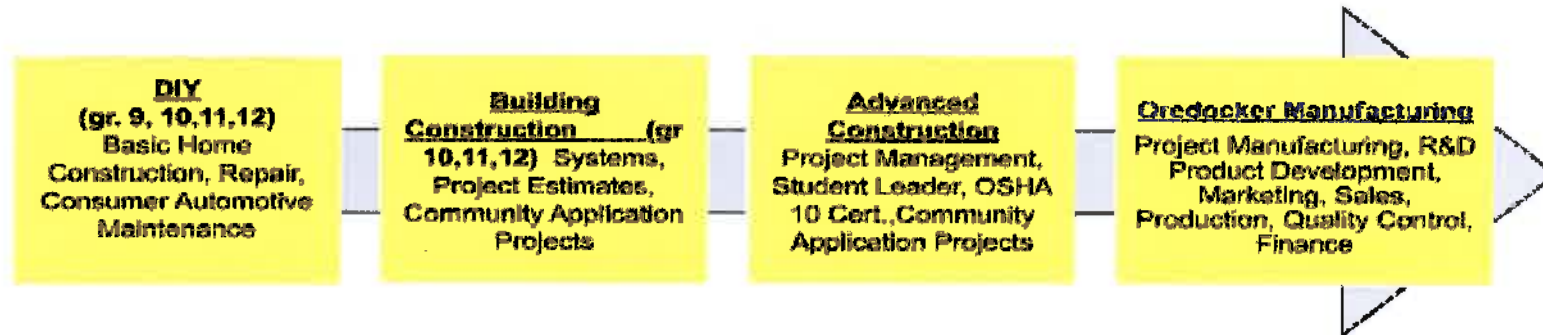
Multi Program Co-op – Family and**Consumer Science****1-2 credits*****(year long participation is required)******Senior******Prerequisites: Culinary Arts, Interior Design I & II, ACCT.***

Course Description: This senior level work-based course is the on-the-job training program for students who have met the prerequisites. Students must be placed in a job that reflects the prerequisite course they completed. You must be a senior to be in Co-op and have taken or be enrolled in one of the above courses. Your job must be related to the course you took or are taking. **MUST HAVE INSTRUCTOR APPROVAL TO ENROLL.**

Technology & Engineering Education



Pathway for the student preparing for Construction

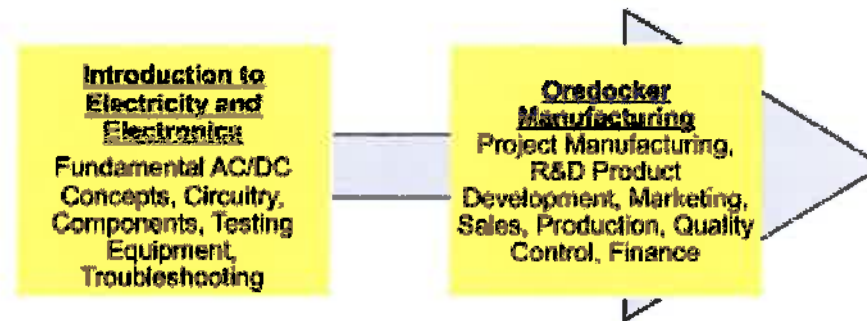


Pathway for the student preparing for Entrepreneurial/ Manufacturing



Technology & Engineering Education

Pathway for the student preparing Electricity/Electronics

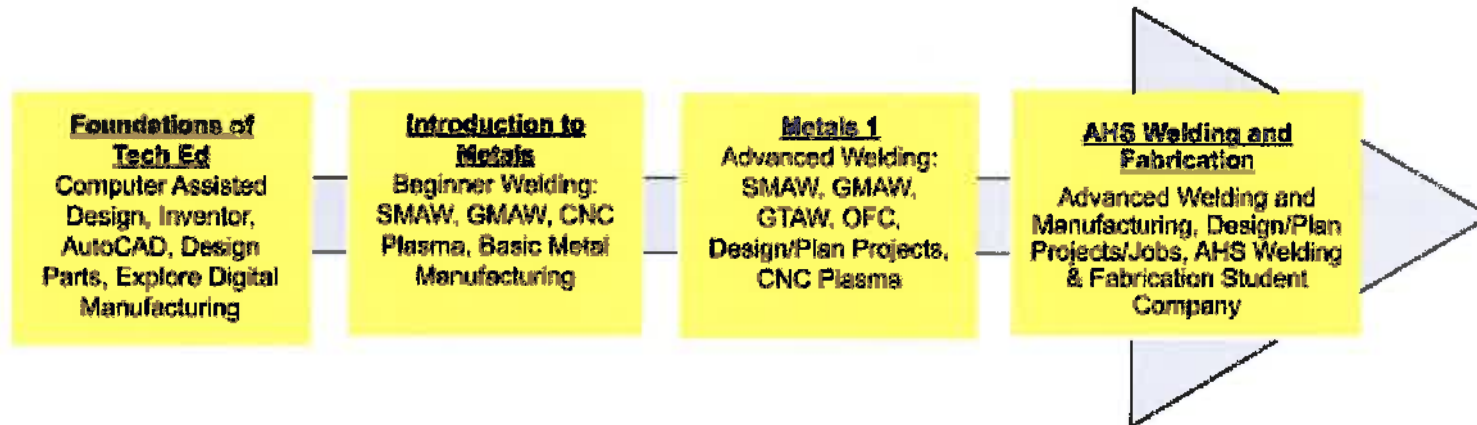


Pathway for the student preparing for Engineering

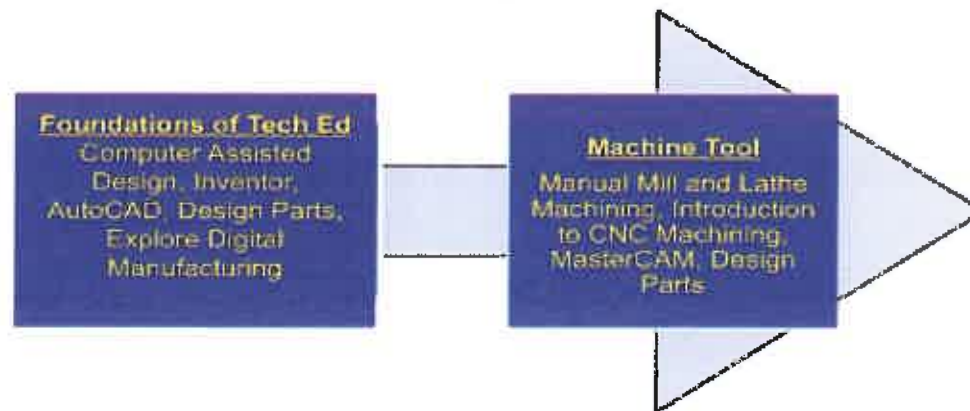


Technology & Engineering Education

Pathway for the student preparing for Welding and Metal Fabrication



Pathway for the student preparing for Machine Tool



Technology & Engineering Education

Foundations of Tech Education

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: Students will engage in a fast paced, activity rich, semester long course that provides fundamental knowledge and concepts that will be built upon in latter CTE courses at Ashland High School. Students will take an active role in this course and their learning through design, measurement, planning, sketching, computer aided drafting, prototyping, and testing. These skills will be developed and honed through a variety of topic areas including, but not limited to; transportation, manufacturing, construction, and engineering.

Building Construction

½ credit

Sophomore/Junior/Senior

Prerequisites: *DIY*

Course Description: This semester-long course takes a systems approach to light building construction with emphasis on employability skills and habits, building materials, math and measurement, and safe and effective tool techniques and practices. Class and individual projects will take place inside and outside on and off school grounds.

Advanced Construction

½ credit

Junior/Senior

Prerequisites: *Building Construction*

Course Description: This semester course is tailored to students interested in pursuing careers in the construction trades. Students

will work with instructors, industry, and community to plan, manage, and complete a construction project, while gaining industry knowledge as well as leadership and management skills. Students will have the opportunity to train and become certified with industry recognized credentials. Class and individual projects will take place inside and outside, on and off of school grounds.

Intro to Electricity and Electronics

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: This semester-long course is intended to give students a foundation in electricity and electronics including electron theory, basic circuits, Ohm's Law, Kirchoff's Law, Watt's Law, identification and function of electronic components, and safety. Students explore these concepts through laboratory experiments and create a portfolio to serve as their own personal reference for future courses.

DIY

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: This semester-long course is designed for all students to become informed consumers who are capable of troubleshooting, diagnosing, researching, and solving problems common in the technological systems we rely on in the conduct of our everyday lives. Topics include home and auto maintenance, basic wiring, plumbing, sewing, painting, and basic home and auto maintenance.

Material Processing

½ credit

Freshmen/Sophomore/Junior/Senior

\$15.00 Course Fee

Prerequisites: *Foundations of Technology and Engineering Education*

Note: *Ashland High School has an advanced standing agreement with WITC in which students who successfully complete class with a "B" or better will have the fee waived for 3 of the 5 credits from WITC for Cabinet and Furniture Making I. The student will need to take the class at WITC in order to receive academic credit.*

Course Description: A semester-long course designed for students interested in developing a skill in woodworking. Students will learn to use machine tools safely for design and construct projects and expand opportunities in the area of construction, technology and wood product manufacturing. Students explore wood's mechanical and physical properties as well as its performance in use. Set up and operating a wide range of machinery and equipment will be covered. Design, construct and finish furniture cabinetry projects.

Introduction to Metals

½ credit

Sophomore/Junior/Senior

\$15.00 Course Fee

Prerequisites: *Foundations of Technology Instructor Approval*

College Credit Available

Course Description: This course is a semester elective designed for all 9-12 grade students to explore the metal manufacturing industry and career pathways associated with it. Students will apply several welding and cutting processes including SMAW (stick), GMAW (wire feed), and CNC Plasma cutting.

They will develop fundamental skills through a framework of activities that incorporate, print reading, planning, measurement, self-reflection, peer critiquing, and project completion.

Metals 1

½ credit

Junior/Senior

\$20.00 Course Fee

Prerequisites: Introduction to Metals

College Credit Available

Course Description: This course is a semester elective designed for all 10-12 grade students that will further develop and hone fundamental skills through a framework of activities and projects that incorporate self-reflection, destructive testing, and various welding positions. Students will expand on metallurgy through welding application on mild steel, stainless steel, and aluminum. GTAW(tig) and Oxy-Fuel cutting and welding processes will be introduced and explored. Students will apply design, programming, and operation to the CNC Plasma and identify industry and career pathways of interest.

Oredocker Manufacturing

1 credit

Junior/Senior

Prerequisites: Engineering and Design Introduction & Material Processing

Course Description: This course is a semester elective designed for all 11-12 grade students interested in exploring manufacturing technologies with practical applications in a student-led custom production business. During this course, students analyze manufacturing materials and processes, apply the principles of design and problem solving, explore personal interests and abilities related to

manufacturing and engineering careers, and run an authentic business.

Engineering and Design Intro

½ credit

Freshmen/Sophomore/Junior/Senior

Prerequisites: Must have a C or better in Algebra

Course Description: In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

Advanced Engineering

½ credit

Sophomore/Junior/Senior

Prerequisites: Geometry (may be concurrently enrolled) & Engineering Design Intro (must have a C or better in Algebra)

Course Description: This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community.

Architectural and Civil Engineering

½ credit

Sophomore/Junior/Senior

Prerequisites: Introduction to Engineering Design and Building Construction (must have a C or better in Algebra)

Course Description: The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students the freedom to develop the property as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil

AHS Welding & Fabrication

½ credit

Junior/Senior

Prerequisites: Metals 1

Course Description: This course is a semester elective designed for students practical applications in a student-led custom production business. During this course, students analyze manufacturing equipment and processes, apply the principles of design and problem solving, plan and fabricate quality products, and run an authentic business.

Machine Tool

2 credits

(Year-long Block Course)

Junior/Senior

Prerequisites: Approval by Guidance
Department Head and School Principal

Note: Ashland High School has an advanced standing agreement with WITC in which students who successfully complete this class with a "B" or better will have the fee waived for 3 of the 5 credits from WITC for Machine Tool Operation 1. The student will need to take the class at WITC in order to receive academic credit.

Course Description: Machine Tool operators shape metal to precise dimensions by the use of machine tools. Skilled operators perform complex and varied machining operations. Machine Tool is offered at WITC in Ashland and is limited to no more than 18 students. Students who wish to take Machine Tool must have a high level of skill with potential for further advancement in this area of work. Students who have not put forth a high-level of academic excellence in other classes as well will not be considered

unless it is determined that the course will be of great benefit to the student.

Technology & Engineering Co-Op (year long course, 1-2 credits) or Youth Apprenticeship

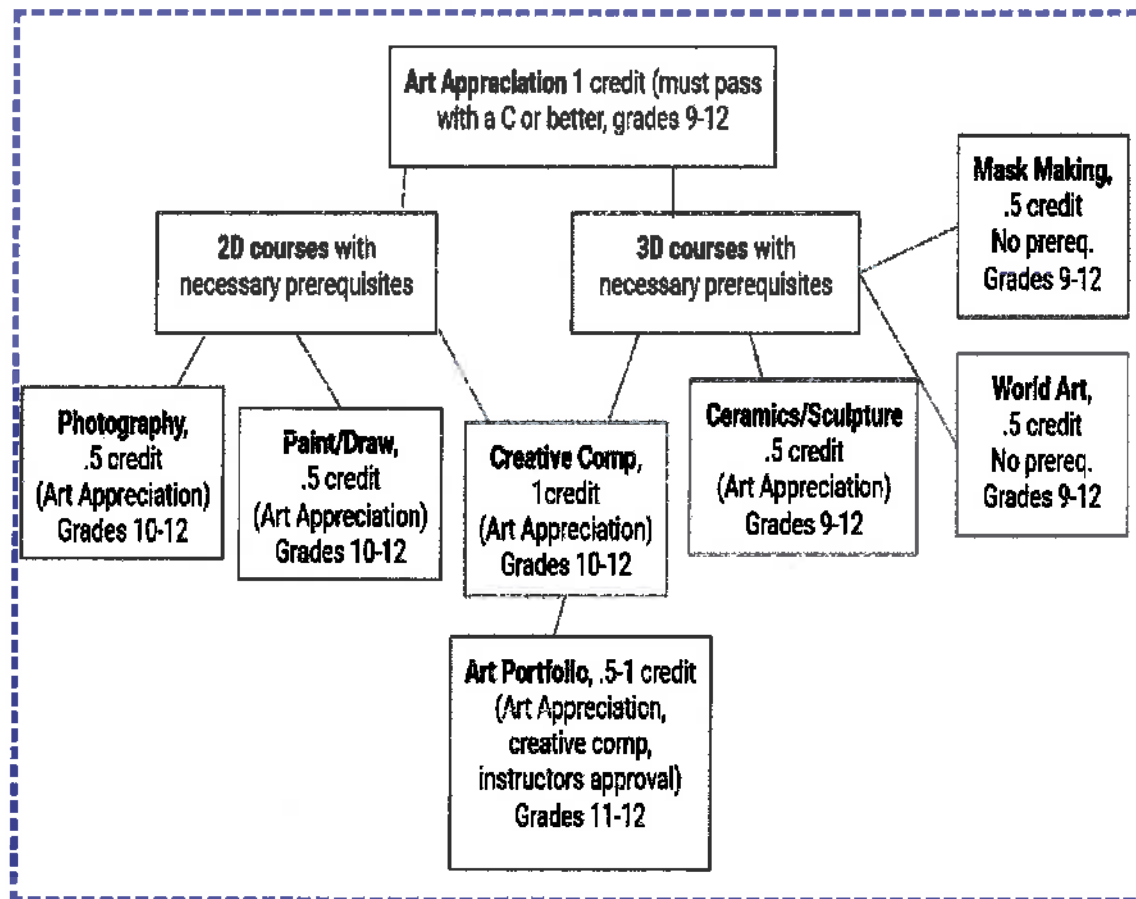
Ashland High School offers Cooperative Work Experience those results in skill certification through the Wisconsin Department of Public Instruction Career and Technical Education Program. Students have the opportunity to work in a career pathway, earn money at that job and learn valuable 21st Century Skills that will benefit them in any career that they choose. Currently we have 4 Career Pathways available for Co-Op learning – Agriculture, Food & Natural Resources, Human Services, Health Science Technology, Business Management and Administration (Ag, HERO & Marketing areas at AHS).

To be eligible for enrollment in the Co-Op Program, students must meet the following requirements:

1. Be of senior standing in credits for Coop
2. Junior or Senior Status for Youth Apprenticeship
3. Have completed at least one credit of coursework in the pathway you choose to work in
4. Show a career interest in the pathway of choice
5. Must have a "C" average or better (no failed courses)
6. Have approval of the appropriate CTE teacher (Ag, Marketing, FACS) or for Youth Apprenticeship talk to the Ag Teacher.

Please contact student services or any instructor in the Career and Technical Education Department at Ashland High School for additional information.

Art & Design Education



Art & Design

Art Appreciation (2D and 3D course)

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: Art Appreciation introduces students to the many forms of art and help them form an aesthetic framework through which they can judge and critique art of various ages and cultures. This course students also explore the place and significance of art in our society. Students will use some or all of the following mediums clay, pencil, oil pastels, pastel, acrylic paint, watercolor painting, printmaking, and batik.

Comprehensive Art (2D and 3D course)

½ credit

Sophomore/Junior/Senior

Prerequisites: Art Appreciation

Course Description: Comprehensive Art provides students with the knowledge and opportunity to explore an art form and to create individual works of art. This course may also provide a discussion and exploration of career opportunities in the art world. Initial course covers the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Comprehensive Art focuses on creation, students will also study major artists, art movements, and styles.

Art Portfolio (2D or 3D course)

½ -1 credit

Sophomore/Junior/Senior

Prerequisites: Comprehensive Art

Course Description: Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and skill. Students are often encouraged to display their work publicly

Photography (2D course)

½ credit

Sophomore/Junior/Senior

Prerequisites: Art Appreciation

Course Description: Photography expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the basic operation of the camera, composition, lighting techniques, and depth of field, filters, camera angles, and film development. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. This course will also cover major photographers, art movements, and styles.

Drawing/Painting (2D course)

½ credit

Sophomore/Junior/Senior

Prerequisites: Art Appreciation

Course Description: Drawing/Painting focuses on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

Sculpture/Ceramics (3D course)

½ credit

Sophomore/Junior/Senior

Prerequisites: Art Appreciation

Course Description: Sculpture courses focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.

Mask Making (3D Course)

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: Mask Making focuses on the construction of masks to wear and/or display. Students will use a variety of materials including but not limited to clay, paper mache, plaster, plaster gauze, paper, and cardboard.

World Art

½ credit

Freshmen/Sophomore/Junior/Senior

Course Description: In World Art students explore art from around the globe in a variety of forms and in their historical, cultural, and sociopolitical contexts. This course will emphasize the cultural meaning of the forms and the influence of art on society. Cultures/Countries may include: Japan, Africa, Peru, Ecuador, Ireland, France, Indonesia, and Native American: Ojibewe, Navajo, Hopi, and San Ildefonso.

WAWATA Yearbook

1 credit

Sophomore/Junior/Senior

(this class cannot be dropped at semester)

Prerequisites: None

Course Description: Yearbook is a production-based elective course that creates the WAWATA Yearbook. Students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, graphic design, photo editing, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will document our school's community, memories and events. Students are responsible for taking digital photos, conducting interviews, managing clerical operations, making announcements, maintaining signage, and composing, designing, and editing all elements of text, graphic art, and digital photography layouts. This course requires students to be available outside of regular class hours to attend sporting events, student activities, etc. Students are expected to be organized, motivated, and possess strong reading and writing skills upon entering the class

Music

"Lake Effect" Show Choir/Ensemble

1 credit

Freshman/Sophomore/Junior/Senior

Prerequisite: *Must audition to be part of "Lake Effect"*

Course Description: "Lake Effect" is an elective course. It is a select show choir/ensemble, which has a heavy performance emphasis. **Membership in "Lake Effect" requires participation in several extra-curricular rehearsals and a commitment to all scheduled performances throughout the school year.** Members of "Lake Effect" will present performances that combine both singing and choreography (dancing). "Lake Effect" performances may include overnight trips to show choir competitions in addition to concerts at AHS. The rehearsal and performance schedule will be available the first week of school, so work schedules and other potential extra-curricular conflicts can be avoided. Individuals in "Lake Effect" are invited to perform solos and small group ensemble pieces at the District Solo/Ensemble Festival, and if qualified can move on to state competition. Emphasis is placed on the student's continued mastery of choral skills such as correct singing techniques, basic knowledge of music history, sight reading skills, ear training skills and basic theory.

Concert Choir

1 credit

Freshman/Sophomore/Junior/Senior

Course Description: Concert Choir is an elective course. This choir is open to anyone interested in singing. Concert choir performs

a variety of choral music at concerts hosted at AHS throughout the year. The choir also competes at the district level Large Group Festival. **Attendance at all these performances is required and a concert schedule will be available at the start of the school year.** Individuals in Concert Choir are invited to perform solos and small group ensemble pieces at the District Solo/Ensemble Contest, and if qualified can move on to state competition. Emphasis is placed on the student's continued mastery of choral skills such as correct singing techniques, basic knowledge of music history, sight reading skills, ear training skills and basic theory. Students are also required to take tests and/or written assignments each quarter. Students will become a part of an individual lesson schedule that will allow for Bi-Weekly lessons (4 per quarter)

Concert Band

1 credit

Freshman/Sophomore/Junior/Senior

Prerequisites: *Participation in instrument instruction in grades 6-8 (generally)*

Course Description: Those students electing the course will participate in, and contribute to, the Marching Band, Pep Band, and Concert Band formats of wind/percussion ensembles. Students will also be given individual and small group instrumental instruction to help them meet performance requirements of the various formats as well as their own particular performance goals, music contests, honor bands and small ensembles. Students are expected to attend all mandatory performances, including summer dates. Students will become a part of an individual lesson schedule that will allow for Bi-Weekly lessons (4 per quarter) Students in Concert band are expected to attend all mandatory performances, including summer dates.

Wind Ensemble

1 credit

Freshman/Sophomore/Junior/Senior

Prerequisites: *Teacher recommendation-Auditioned Group*

Course Description: Curriculum for the Concert Band will be similar to that of Band, to include more advanced and difficult pieces. Wind Ensemble members will be expected to attend all mandatory performances, including summer dates.

Jazz Ensemble

1 credit

Freshman/Sophomore/Junior/Senior

Prerequisites: *Member of Band, Choir, or Orchestra at AHS. Must audition to be a part of the Jazz Ensemble.*

Course Description: Jazz Band is an elective class with the prerequisites being this; **any student who is also participating in Band, Concert Band, Orchestra, Choir, or Concert Choir.** Students in this class will study all styles of jazz music including swing, big band, be-bop, funk, and rock. Along with playing these styles there will be time spent listening to different jazz artists playing these styles. Students will also learn to improvise and have ample opportunity to do so. Students will be expected to memorize major, mixolydian, Dorian, and blues scales along with a transcription or writing arrangements. There will be several concerts throughout the school year and a possible trip to a jazz festival. Students will become a part of an individual lesson schedule that will allow for Bi-Weekly lessons (4 per quarter).

Orchestra

1 credit

Freshman/Sophomore/Junior/Seniors

Prerequisites: Participation in instrument instruction in grades 6-10 (Generally)

Course Description: This course is open to any student who can demonstrate sufficient competency on a string instrument (violin, viola, cello, string bass or piano). Emphasis is placed on each musician's continued mastery of playing skills and increased knowledge of music history and theory. In addition to daily rehearsals, each student will be given individual lessons to help increase technical ability and further individual skills. Students are also asked to complete at least one written, taped or computer assisted project in music history or theory each semester. Students are expected to attend all mandatory performances.

Music Theory A & B

½ or 1 credit

Freshman/Sophomore/Junior/Senior

Students may take A (or B) for .5 credit. You may take a second semester for an additional .5 credit. (to complete a 3rd or 4th semester talk with your counselor/instructor)

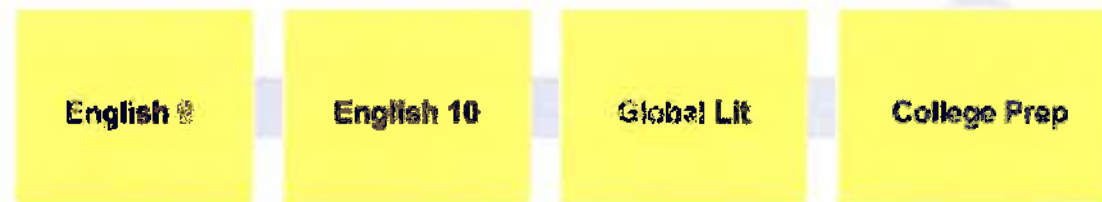
Prerequisites: Participation in musical instruction from grades 6-12 (Generally)

Course Description: Learning the science of music. Studying sound waves, intervals of music, chord structure, composition, culture, and how music is formed for different ensembles. This is an **advanced music course** for the music lover. It is highly recommended to have a strong understanding of notes/rhythms and the layout of a piano.



All students are required to have four credits of English to graduate, comprising of the first three steps of any pathway.

Pathway for the student preparing for a 4-year college degree in any field.

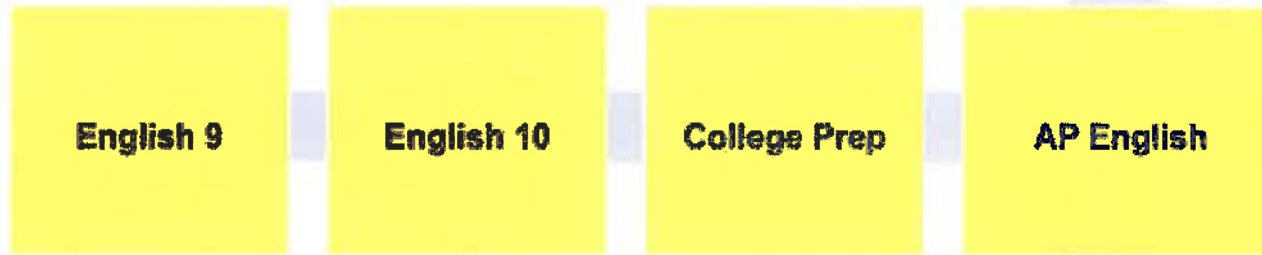


Pathway for the student preparing to enter the workforce, military, apprenticeship or certification after high school: A minimum of 4 credits of English are required for graduation



English

Pathway for the student preparing for a 4-year college degree in English, journalism, or any field requiring formal research and writing.



English

Juniors or seniors may also enroll in the following English electives (course availability dependent on enrollment):

| Every Year | Every Other Year |
|---|--|
| *Creative Writing *Strategic Reading *Connections: Exploring Literature and Film *Environmental Literature | *Science Fiction (20-21 semester one) *Dramatic Literature (20-2 semester two) *Women Writers (21-22 semester one) *Native American Literature (20-21 semester two) |

English 9 1 credit Freshmen

Course Description: English 9 emphasizes critical thinking, reading, writing, listening, speaking and cooperative skills. Independent reading is a major cornerstone. This course is required for graduation and serves as a basis for English courses at the high school level.

English 10 1 credit Sophomore **Prerequisites:**

English 9

Course Description: English 10 is required for graduation. Using literary materials that are part of America's heritage and culture, the course focuses on short story, poetry, essays, drama, and the novel. It encourages the enjoyment of reading as a lifetime habit. Students work on critical reading, writing, thinking and public speaking skills.

Applied Communications 1 credit

Junior/Senior
Prerequisites:

English 10

Course Description: Applied Communications is designed to provide students with communication skills necessary for success either in the vocational education field or in immediate employment. In individual and group projects critical thinking and problem solving skills are employed to understand a variety of media. Emphasis is also placed on job related skills: letters of application, a working resume, memos, preparing for interviews, basic work and language skills, reading and writing skills. Use of the writing process approach to writing is stressed in assignments using computers and other technology.

Global Literature 1 credit

Junior/Senior
Prerequisites:

English 9 & English 10

Course Description: Global Literature emphasizes reading and writing; it focuses on major authors and literary works from many nations. Literature is read, analyzed and discussed. In addition to developing skills in critical thinking, this course will

include an emphasis on expository and creative writing. Some speech work may also be integrated in this course.

College Prep 1 credit

Seniors (Students in grade 11 may enroll with Teacher recommendation and timed writing evaluated for quality)

Prerequisites: **English 10**

Course Description: A Survey of British Literature is designed to prepare students for success at the college level by increasing grammar and vocabulary skills, exposing them to a number of college type writing assignments, and composing a research paper. The course will also include a chronological survey of British literature beginning with the Anglo-Saxon period (440 AD) and ending with the 20th century.

Technical Trends in English 1 credit

Seniors (Students in grade 11 may enroll with teacher recommendation)

Prerequisites: **English 10**

Course Description: Technical Trends in English is an innovative class that combines English skills and multimedia technology. This class is specifically designed for the student making the school-to-work transition or going on to a technical college. Course work reinforces communication skills needed in the workplace. Practical tips for a wide variety of everyday situations will be presented.

Advanced Placement Language and Composition

1 credit

Seniors

Prerequisites:

~Survey of British Literature/College Prep

~A/B grades in previous English classes

~Teacher Recommendation

~Students must pass a test, defining terms, the first week of class. The terms are handed out during spring of the Junior year.

Course Description: Advanced Placement Language and Composition is designed to help students develop critical standards in their reading and writing and become mature student writers. Students are introduced to the principles of logic and classical rhetoric, and learn to recognize their use in effective communication. Students analyze a wide array of literature to learn how writers from different periods and disciplines accomplish their purposes for various audiences. Students write in various genres, but major emphasis is placed on expository, analytical and argumentative essays. This course also includes a segment to prepare students for the Advanced Placement Test in Language and Composition. Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level.

Connections: Expl Lit and Media **½ credit**

Junior/Senior

Prerequisite:

English 10

Course Description: Connections is an advanced elective semester long course designed for juniors and seniors who wish to explore additional experiences in literature and writing. This course will assist those planning to attend a university or technical college. This will involve reading and

analyzing **several novels** and comparing them to the films. The use of technology for analytical writing projects and discussion of literature is an integral part of the course.

Creative Writing

½ credit

Junior/Senior

Prerequisites:

English 10

Course Description: Creative Writing is for beginners as well as serious writers who want to explore the pleasures and rigors of writing creative non-fiction, fiction, poetry and drama. Throughout the year, numerous writing exercises, reading and discussing one another's writing in workshop format and developing a portfolio of writing will be required. Writing assignments and analyzing examples of creative writing from various sources will also be required. All students can expect a fun, supportive, hardworking and productive class atmosphere that encourages experimentation and constructive criticism. The emphasis is on literary development as both a reader and a writer.

Dramatic Literature and Performance

½ credit

Junior/Senior

Prerequisites:

English 10

Course Description: Dramatic Literature will focus on public speaking, performing, critical analysis, technical writing and reading. Plays will be read, analyzed, discussed and in some cases performed. Students will be exposed to theater and encouraged to develop an appreciation for the art form. Special attention will be given to Shakespeare. Contemporary plays will be studied as well, including, but not limited to Arthur Miller and Tennessee Williams.

Environmental Literature

½ credit

Junior/Senior

Prerequisites:

English 10

Course Description: Environmental Literature is the study of writers who portray the natural world through stories, poems, essays, and other types of literature. Students will examine this through literature and human interaction with the environment and how these have shaped and influenced societal, cultural, and interpersonal affairs. Students will enhance their abilities in analytical and critical thinking in terms of how humans both shape the environment and are shaped by environmental conditions.

Native American Lit & Film

½ credit

Junior/Senior

Prerequisites:

English 10

Course Description: Native American Literature and Film is a half credit course designed for students who want to study literature specifically related to Native American cultures and written by Native American authors. Emphasis will be placed on Ojibwe culture and literature which plays such a huge role geographically, culturally and economically in our region. Films include both documentary and fiction related to the readings in class. Student will review and use story terms, poetry terms and standard academic writing skills throughout the course.

Science Fiction**½ credit****Junior/Senior****Prerequisites:****English 10**

Course Description: In Science Fiction, students will examine the ways in which science fiction reflects popular culture and the concerns of society today. In engaging with science fiction novels, short stories, and excerpts from some science fiction films and documentaries, students will sharpen their abilities to analyze, to think critically, and to make both inter-textual and global connections. Students will use these skills in conducting research and in producing writing for various purposes and audiences.

Reading for College**½ credit****Junior/Senior****Prerequisite:****English 10**

Course Description: In Strategic Reading, students will use self-selected novels, informational texts, and college-recommended texts to improve reading rate and comprehension, skimming and scanning skills, and self-monitoring literacy techniques. Students will advance critical reading skills and vocabulary building strategies with technical and college-bound texts, as well as with media-generated literature and resources. The focus is on interdisciplinary reading strategies to apply in social studies, science, and professional texts as well. Students will be expected to maintain an independent, documented reading schedule.

Women Writers of the World**½ credit****Junior/Senior****Prerequisites:****English 10**

Course Description: Women Writers of the World focuses on the writing of women throughout the world and throughout history. A variety of genres will be read including: short stories, nonfiction, poetry, short novels, and memoirs. Students will read, discuss, and write reflective pieces and essays looking to answer the questions, how have women writers helped shape the world narrative and how have cultures and communities supported and silenced women's voices?

Reading**1/2 credit****Sophomore/Junior/Senior****Prerequisites:** Teacher placement only

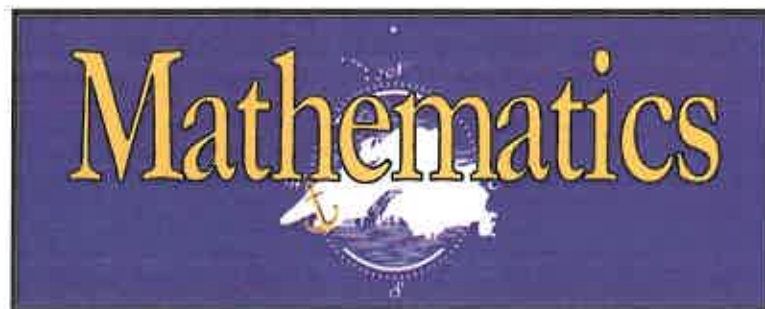
Course Description: This class focuses on building reading skills for students who are two or more grade levels below in reading and express an interest in building skills. Course will focus on building vocabulary, comprehension, reading fluency, inferencing, and other foundational reading skills.

*Students may not select this class. It is by teacher placement only and must be approved by the English department.

Credit Recovery**½ credit****Junior/ Senior**

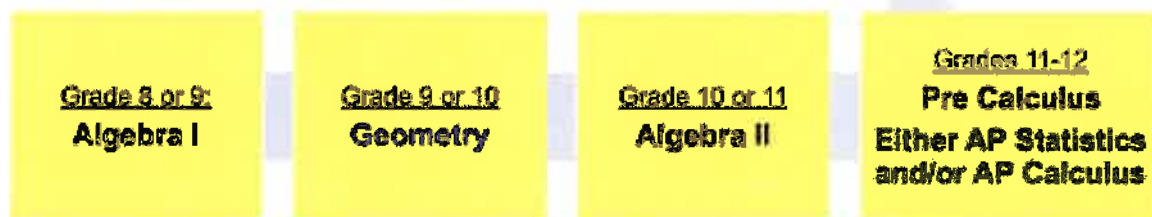
Course Description: "Credit Recovery is for students who need to make up a half credit of English 9/10, or a junior level English class due to a failed semester grade. The class will focus on core English skills, and can be taken by teacher placement only"

*Students may not select this class. It is by teacher placement only and must be approved by the English department.

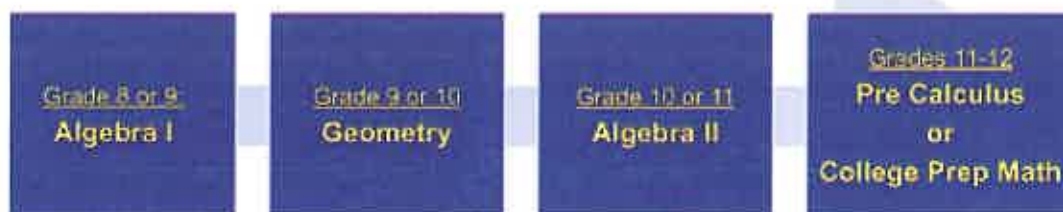


Algebra I and Geometry are required courses for graduation in the State of Wisconsin.

Pathway for the student preparing for a 4-year college degree in a science, engineering, or medical field: Four credits of college-prep math courses should be taken with additional courses selected based on interest. Students who did not take Algebra I until 9th grade should take both Algebra II and Geometry in the same year so they can take one of the AP courses their senior year, and Geometry in the same year so they can take one of the AP courses their senior year.



Pathway for the student preparing for a 4 year degree in a non-science field or 2-year degree in an engineering or medical field: Four credits of college prep math are recommended to prepare for the rigor of education beyond high school. While Pre Calculus is not required to get into most non-STEM field 4-year colleges, if you do not have it on your transcript, you will be required to take an equivalent course in college your first year. College Prep Math is the equivalent of the entry level math course at many 2-year colleges.



Mathematics

Algebra I

1 credit

Freshman

Prerequisite: "Successful completion of 8th Grade Math, Pre-Algebra, or by teacher recommendation."

Course Description: Algebra I, the first course in the traditional high school math program at AHS, is a full-year high school algebra course. In this course, the student will learn about algebra and practice algebra skills that are important for today's students. The student will apply these concepts and skills to solve many different types of problems, using functions, equations and inequalities, and graphs as algebraic models. The student will also learn how calculators can help in this process. The student will have a chance to develop skills in reasoning, communicating orally and in writing, and studying and learning both independently and as a group member. Throughout, the student will investigate connections to geometry, statistics, probability, and discrete math. Buying a TI-84 calculator will aid in their success.

Geometry

1 credit

Sophomore/Junior

Prerequisite: **Algebra I**
(Students may take Geometry and Algebra II Concurrently with permission.)

Course Description: Geometry is the second course in the four-year "traditional" mathematics program at AHS. Geometry is a rigorous course that revolves around formal and informal discussions of

Euclidean geometry. In this course, students will discuss and explore the properties and attributes of shapes and lines with a heavy emphasis on developing good reasoning skills. Developing geometric proofs make up a large and challenging part of this process. Wisconsin state universities, along with most other colleges, strongly recommend three credits in mathematics for admission. This can be met with Algebra I, Geometry, and Algebra II following Ashland's traditional math sequence. Of course, more math courses are desirable, so students wishing to accelerate can opt to take Geometry and Algebra II concurrently, making more advanced courses possible as a junior/senior. To do so, a student must have earned at least a B- or better in Algebra I and obtained signature of his/her Algebra I teacher.

Algebra II

1 credit

Junior/Senior

Prerequisite: **Algebra I and Geometry with a C or better**
(Students may take Geometry and Algebra II concurrently with permission.)

Course Description: Algebra II is the third course in the four-year "traditional" mathematics program at AHS. The content of Algebra II is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As students study each family of functions, students will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra II includes lessons on probability and data analysis as well as numerous examples and

exercises involving geometry and trigonometry.

Pre-Calculus

1 credit

Junior/Senior

Prerequisites: **Algebra II, Geometry, Algebra I**

Course Description: This course combines the study of advanced algebra, trigonometry, and analytic geometry with the graphing calculator to extend students' understanding of mathematics and its applications. This class prepares students for calculus.

Consumer/Career Math

1 credit

Senior

Prerequisites: **Algebra I & Geometry**

Course Description: Consumer/Career Mathematics is a year-long course emphasizing the application of basic math to things such as balancing checkbooks, purchases on time and taxes. **The course is designed for non-college bound students**, but is open to all seniors who have completed Geometry.

Adv Placement Statistics

1 credit

Junior/Senior

Prerequisites: **Algebra II**

Course Description: Students in AP Stats will be introduced to permutations, combinations, probability, logic, mutually exclusive events, and conditional probability. Students will work with statistical measures, variance and standard deviation, normal distributions, confidence intervals and correlation. Students will be exposed to practical applications of all of the above. The purpose of the AP course in statistics is to

introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

Exploring Data: observing patterns and departures from patterns

Planning a Study: Deciding what and how to measure

Anticipating Patterns: Producing models using probability theory and simulation

Statistical Inference: Confirming models

Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level.

Adv Placement Calculus

1 credit

Senior

Prerequisites: *Pre-Calculus with a grade of C or higher*

Course Description: Topics covered in AP Calculus include: Limits, derivatives, anti-derivatives, definite integrals, indefinite integrals. The Fundamental Theorem of Calculus, applications of derivatives and integrals, applications of antidifferentiation such as motion along a line and solving separable differential equations, numerical approximation of definite integrals (Riemann sums, Trapezoid rule and Simpson's rule). Students will work with functions in a variety of ways; graphical, numerical, analytical and verbal. Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level. Recommended to buy a TI-89 calculator (titanium model, if possible).

College Prep Math

1 credit

Junior/Senior

Prerequisites: *Grades of C (75%) or higher in Algebra 1 and Geometry*

Course Description: College Prep Math will emphasize skills learned in Algebra 1 and Geometry, as well as the introduction of topics from Algebra II and beyond that will be helpful to students continuing on to a post-secondary education.

Pre-Algebra


½ credit

Freshman

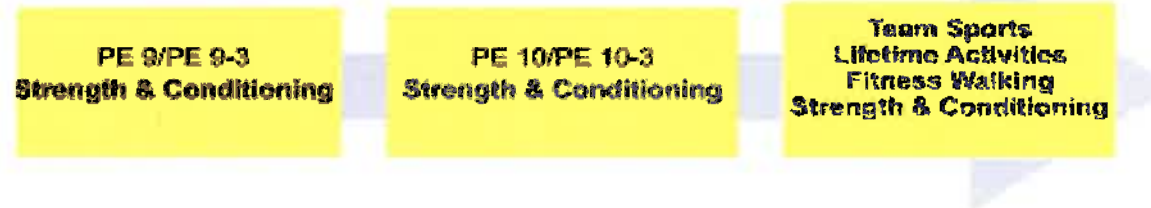
Teacher Recommended

Course Description: Course description: This course emphasizes the skills needed to successfully complete Algebra I. Recommended for students feeling ill-prepared for high school Algebra I.

Physical Education



A minimum of 1.5 credits of PHYSICAL EDUCATION are required for graduation.




Pathway for the student who is highly motivated, involved in athletics, and/or looking to participate in sports at the collegiate level.



Pathway for the student who does not enjoy physical education and/or is at the beginning of learning lifetime fitness skills.



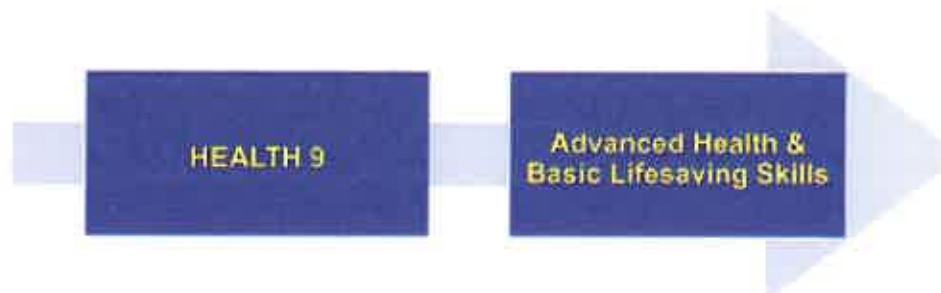
Health Education



Pathway for the student to obtain required credits in the Health Department: Minimum of .5 credits to graduate.



Pathway for the student preparing to enter the Health Professional Field.



Physical Education

Physical Education 9

½ credit

Freshman

Course Description: This course emphasizes the importance and benefits of lifelong activities through team sports and individual activities. Sportsmanship, teamwork, discipline, safety, and respect for self and others will be emphasized. Students are required to dress in appropriate physical attire.

Strength & Conditioning A & B

½ credit

Freshman/Sophomore/Junior/Senior

Prerequisites: Participation in co-curricular athletics is desired but not required

Course Description: This class is designed for students who are self-motivated, excel at Physical Education and are involved in interscholastic athletics. While targeting students who are gifted in athletics, Strength & Conditioning 9 is designed to develop strength, speed, flexibility, agility, muscle memory, spatial awareness, biomechanics, cardiovascular fitness, and reaction. Extensive and intense work will be designed to increase performance and prevent injuries. Additionally, healthy lifestyle choices will be emphasized including wellness and conditioning. Positive self image, drug and alcohol awareness, imagery and visualization will be presented within the framework of developing total well being. Athletes who participate in extracurricular sports are highly encouraged to take this class both semesters.

Physical Education 10

½ credit

Sophomore

Prerequisites: PE 9 or S&C 9

Course Description: Skills learned in game play during the Physical Education 9 course will be developed further through continued practice and drills. Teaching game strategy techniques will be stressed. Some new sports activities will be introduced. Students are required to dress in appropriate physical education attire. Evaluation is based on participation, skills performance, and written tests.

Lifetime Activities

½ credit

Junior/Senior

Prerequisites: PE 9 or 10 S&C 9 or 10

Course Description: Students will be offered the opportunity to explore different types of lifetime activities. Activities included within the class are Leisure Games, Golf, and Tennis. Emphasis will be placed on safety, scoring and rules of the activities, games etiquette, and history of activities. Students are required to dress in appropriate physical education attire. Evaluation is based on participation, skills performance, written tests, and formal papers.

Team Sports 1

½ credit

Junior/Senior

Prerequisites: PE 9 or 10 S&C 9 or 10

Course Description: Students will be instructed in the rules, scoring procedures and strategies of the various team sports. Activities covered will be Ultimate Frisbee, Badminton, Volleyball, Football, Floor Hockey, Team Handball, Basketball, Softball and PickleBall. Students are required to dress in appropriate physical education attire. Evaluation is based on

participation, sportsmanship, written tests, and teamwork evaluations.

Team Sports 2

½ credit

Junior/Senior

Prerequisite: Team Sports 1

Course Description: A continuation of Team Sports. Students will be required to dress in appropriate physical education attire. Students will participate in team sports such as softball, flag football, ultimate frisbee, floor hockey, team handball, volleyball, pickleball, and badminton. Since students will already be familiar with game rules from Team Sports 1, they will be expected to act in a leadership role in regards to sportsmanship, strategy, and teamwork.

Physical Activity & Personal Wellness

½ credit

Junior/Senior

Prerequisites: PE 9 or 10 S&C 9 or 10

Course Description: Students will be taught specific techniques that will help them get the most benefit out of walking. The fitness walking will take place outside on or in the vicinity of school property. Students will be expected to perform and understand the importance of cardio-vascular fitness, strength, and development of body weight control. Enjoyment of and the need for leisure time activities will be stressed. If possible, one field trip per semester will allow students to hike hilly terrain and walk longer distances if budget allows. Students will be required to keep a journal of their progress.

Health

Health

½ credit

Freshman

Course Description: Students in Health will have the opportunity to cover such topics as: drug education, nutrition, fitness, personal health, human growth and development, and character education. Any new and innovative ideas that are always happening in the health field will be taught to students as appropriate.

First Aid

Advanced Health & Basic Lifesaving Skills

½ credit

Junior/Senior

Prerequisites: Health

Course Description: This course will involve an in-depth exploration into 1) Health Care, 2) Nutrition, 3) Diseases, 4) Drug Crisis, 5) Sexually Transmitted Diseases, and 6) Alternative Medicine. This course will also cover Basic Life Saving Skills. People need to know what to do in an emergency before medical help arrives. It is important to be able to recognize emergencies and respond to them. This section of the course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions. Areas to be covered will include: 1) life threatening emergencies, 2) injuries, 3) medical emergencies, 4) rescue techniques, and 5) self-rescue/survival. and to act on those decisions. This course will also emphasize the importance of a safe, healthy

lifestyle. Areas to be covered will include: 1) life threatening emergencies, 2) injuries, 3) medical emergencies, 4) rescue techniques, and 5) healthy lifestyles. This course offers Basic Life Support CPR certification for a \$10.00 student fee to receive e-card. It does not fulfill the P.E./ Health requirement.

Leadership

Leadership

1 credit

Junior/Senior

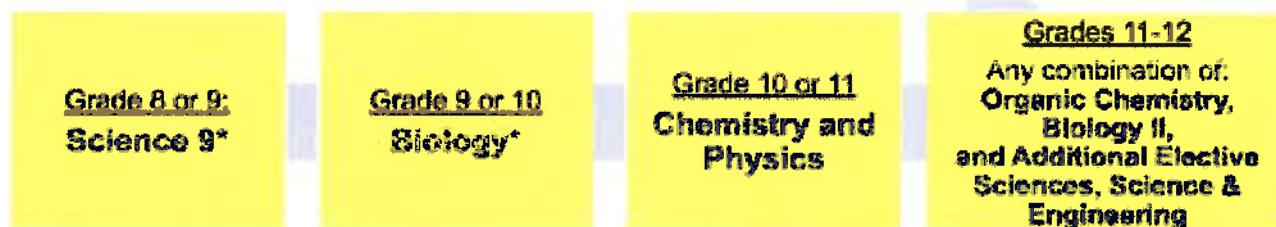
Course Description: Leadership class is designed to provide students training and real-life experience in learning and applying leadership principles. Mission statements, communication, decision making, marketing, consensus building, and group dynamics will be explored; and students will have the opportunity to work on an independent or small group project to test and refine skills and make the world a better place. Frequent guest speakers will be utilized, and students will have a number of opportunities to work with community members. This class enjoys a special collaborative relationship with the Ashland Rotary Club.



Students at Ashland High School can expect a rich laboratory experience in all of our offerings.

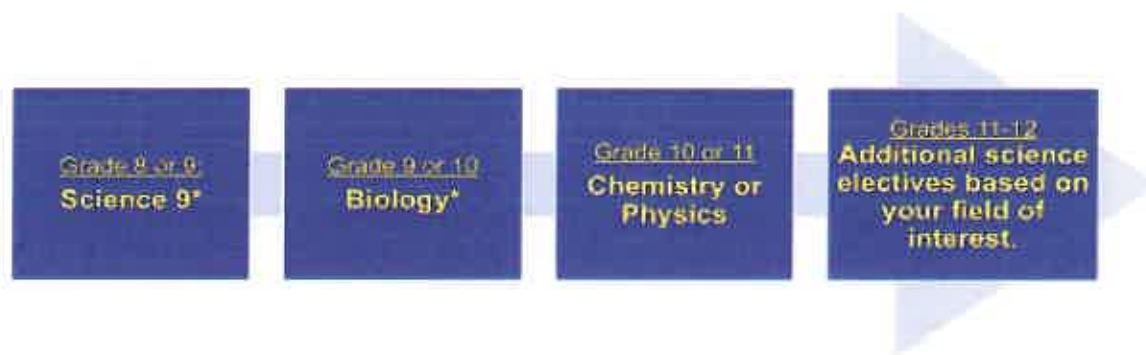
***Courses required for graduation**

Pathway for the student preparing for a 4-year college degree in a science, engineering, or medical field: Four credits of college-prep science courses should be taken with additional courses selected based on interest. Examples: Someone wanting to be a doctor should take both Chemistry and Physics as well as Chem II, Bio II, and Medical Science. Someone wanting to be a Veterinarian should take Chemistry and Physics as well as Chem II, Bio II, and Veterinary Science. Someone wanting to be an Astronomer should take Chemistry and Physics as well as Applied Science

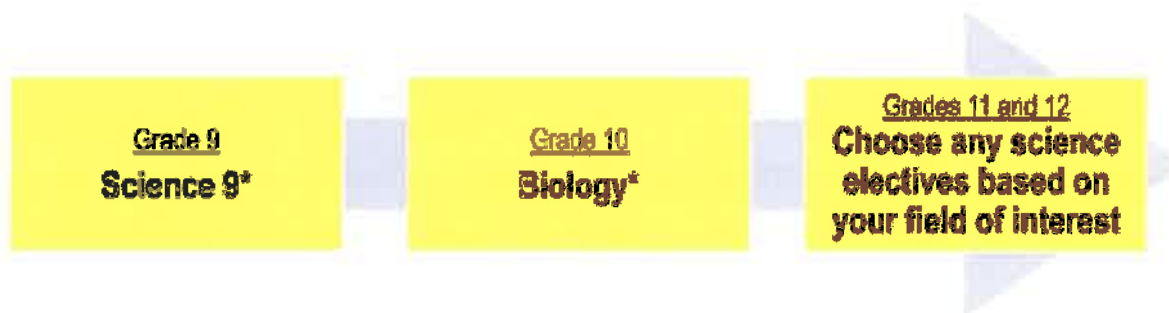


Science

Pathway for the student preparing for a 4 year degree in a non-science field or 2-year degree in an engineering or medical field: Four credits of science are recommended to prepare for the rigor of education beyond high school. A 2-year associate's degree in nursing does not require chemistry. A 4-year degree in nursing does require chemistry. Because a 2-year associate's degree may be a stepping stone to a 4-yr undergraduate program, it is strongly suggested you take Chemistry to prepare for that possibility and to keep your options open.



Pathway for the student preparing to enter the workforce directly after high school: A minimum of 3 credits of science are required for graduation.



Science

Science 9

1 credit

Freshman

Course Description: Science 9 is a basic introduction to physics and chemistry. The concepts covered are as follows; matter and the chemistry of matter, motion, forces and energy, heat energy, electricity and magnetism, as well as, sound and light. Learning methods include lab and projects with an emphasis on application of the concepts being taught.

Biology

1 credit

Sophomore

Prerequisites: *Science 9 (A student may Take Biology as a 9th grade student if they successfully completed summer Science 9 or Science 9 during 8th grade)*

Course Description: Biology is the study of life. In this course the student will investigate life and its requirements from the cellular level to the biosphere. Flow of energy, homeostasis, levels of organization and evolution will be stressed in all systems. Students will participate in various classroom activities and labs to provide hands on opportunities for the exploration and understanding of concepts taught. Biology fulfills the state requirement of a minimum of one (1) credit of life science.

Biology II

1 credit

Junior/Senior

Prerequisites: Science 9, Biology (*Biology II may be taken as a 10th grade student if Biology grade was above a C+)

Course Description: The Biology II course will assist students to better appreciate the creatures around us and understand the marvels of life. This informed course will also provide a platform for decision making that reflects a protection and stewardship of our natural environment. This class is lab-based; using investigations and activities in both the lab and outdoors setting. Biology II is intended for students looking to further their understanding of Biology for majoring in Biology, Botany, Natural Resources, Wildlife and Wetland Ecology, Zoology, Conservation Biology, Microbiology, etc., or for non-majors who are interested in biology courses. Through this course, students will develop advanced inquiry and reasoning skills, along with problem solving and ability to think critically. This course is designed around the four big ideas in Biology. The big ideas encompass the core scientific principles, theories and processes governing living organisms and biological systems

Applied Science

up to 1 credit

Students may take one or both semesters.

Sophomore/Junior/Senior

Prerequisites: *Science 9, may be taken concurrently with Biology if Science 9 grade was above a C*

Course Description: In this course students apply their knowledge of science, including biology, chemistry, physics, earth and space science, in an integrated study of real world topics and issues. First semester, they explore the future of energy resource technology as it relates to the environment and human demands. They track energy and matter from its origin in the universe to the resources we use every day. They survey astronomy topics and current space missions and engage in a citizen science project that helps current astronomers throughout the world. During second semester, students investigate simulated crimes in a forensic science unit. They also investigate our planet's water resources while conducting a scientific research project of their own design relating to science in society. All levels of learners are welcome.

Chemistry

1 credit

Sophomore, Junior, Senior

Prerequisites: *Science 9, Algebra 1 & Biology (may be taken concurrently with Biology if Science 9 grade was above a C)*

Course Description: Everything you hear, see, smell, taste, and touch involves chemistry and chemicals (matter). And hearing, seeing, tasting, and touching all involves an intricate series of chemical reactions and interactions in your body. With such an enormous range of topics, it is essential to know about chemistry at some level in order to understand the world around us. If you are interested in health, engineering or science career, you'll need to know chemistry.

In more formal terms chemistry is the study of matter and the changes it can undergo. All matter is composed of various combinations of the elements. The wonder of chemistry is that when these elements are combined, they make something new and unique.

Organic Chem and Biochem (Chemistry II)

1 credit

Junior/Senior

Prerequisites: **Chemistry I**

Course Description: This course, along with Chemistry, provides a comprehensive and substantial background for students interested in careers in health, environmental sciences, biochemistry, chemical engineering, pharmacy and many other science related fields. Student will use an exceptional laboratory facility to master standard laboratory techniques, chemical reactions and plan, prepare and present chemical demonstrations for the 5th grade.

Physics

1 credit

Junior/Senior

Prerequisites: **Algebra, Science 9 & Biology.**
Also recommended successful completion of, or concurrent enrollment in, Geometry and/or Algebra II and Chemistry

Course Description: In physics, students will investigate the relationship between matter and energy. Content areas include kinematics, dynamics, sound, light, optics, electricity, magnetism, and atomic and nuclear physics. The class includes a variety of learning methods including comprehensive laboratory work using computer-based technology, self-directed projects, and large and small group problem solving. Topics covered will require good math skills. Students intending to pursue college majors in the mathematical, physical

and biological sciences or engineering will be served by this course.

Medical Science Exploration I

½ credit

Sophomore, Junior, Senior

Prerequisites: **Science 9, Biology**

Course Description: Medical Science Exploration I is designed to allow students to explore careers associated with medicine to develop an understanding of the variety of fields, required levels of education and preparation needed to be successful. In school class work will include medical terminology, and an overview of human anatomy and physiology. Students will also make a connection between knowledge of anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances. After the completion of class work, students may have an opportunity to rotate through a variety of laboratory positions at MMC. It is not required, but is strongly suggested that students planning on attending a 4-year college in pursuit of a medical career take chemistry in conjunction with this course.

Medical Science Exploration II

½ credit

Sophomore, Junior, Senior Prerequisites:

Medical Science Exploration I with a C grade or above

Course Description: This course is designed to provide students with a working understanding of the core skill standards that serve as the foundation for occupations and services across the healthcare industry as defined by the Wisconsin Department of Workforce Development (DWD). In addition to continuing study in medical terminology and human anatomy and physiology, a number of students will have an opportunity

to work with professionals in the medical field through a shadowing program at Memorial Medical Center (MMC). Those students participating in the shadowing program will complete a student journal and worksite modules with the assistance of the mentor.

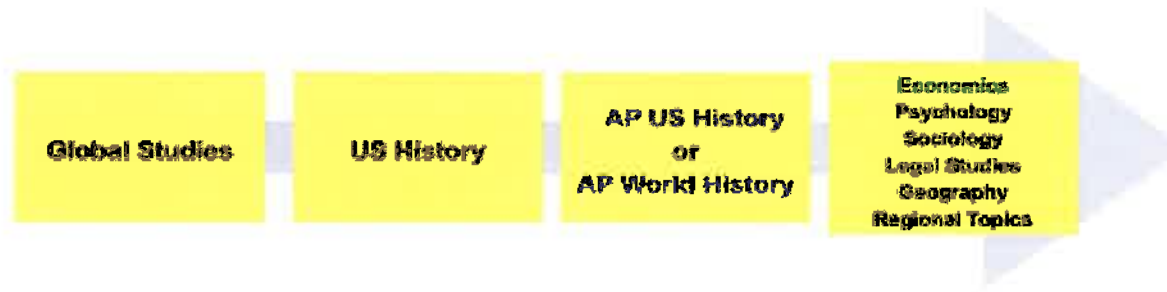
The hospital practicum requires participants to receive Health Insurance Portability and Accountability Act (HIPAA) training through MMC as well as a blood test, TB test, FLU vaccination and vaccination history. It is not required, but is strongly suggested that students planning on attending a 4-year college in pursuit of a medical career take chemistry in conjunction with this course.

Science and Engineering, 0.5 credits

Social Studies



Pathway for the student preparing for a 2 or 4-year college degree: A minimum of three credits of social studies courses is required: Global Studies and US History during grades 9 and 10, and a combination of electives to fulfill one more credit. Most elective courses are excellent preparation for humanities and some specific majors. Students should be sure to talk with social studies department staff and guidance counselors for suggested options. Advanced Placement courses (AP) may earn college credit. Elective courses should be selected based on interest and relevance to intended course of study. Many college-bound students take more than the minimum 3 credits.



Pathway for the student preparing to enter the workforce, military, apprenticeship or certification after high school: A minimum of 3 credits of social studies are required for graduation.



Social Studies

Global Studies

1 credit

Freshman

Course Description: Global Studies is a required course and will introduce the student to a variety of social studies themes including geography, cultural diversity, economic and political systems, global connectedness, and conflict among nations. An emphasis is placed on critical thinking; writing; reading; and cooperative research and presentation skills.

United States History

1 credit

Sophomore

Prerequisites:

Global Studies

Course Description: U.S. History is a required course and is a survey of the history of the United States. In addition to the textbook, many supplemental resources are used to give students a broad appreciation of America's past and present. An emphasis is placed on reading, writing, listening, critical thinking, and research skills.

Economics

½ credit

Junior/Senior

Course Description: In Economics, students will examine basic concepts of scarcity, supply and demand, investments, credit, production, money and banking, business cycles, and comparative systems.

Psychology

1 credit

Junior/Senior

Course Description: Psychology is designed to provide an introduction to the study of human behavior. The main question addressed is, "Why do people do the things they do?" Topics explored in depth include memory, sensation and perception, thought, personality, emotions, brain physiology and functioning, and abnormal psychology and mental illness. This course stresses independent thinking and analysis with the desired outcome being application to, and understanding of, real life situations. This course is useful background for a number of fields of study for college and two-year program students, including health care, business, marketing, and social sciences.

Sociology

½ credit

Junior/Senior

Course Description: The focus of Sociology is to help students gain an understanding and awareness of the social and cultural processes, which influence people's daily lives. Topics include: culture, groups, social structures and institutions (family, school, government, etc.), social problems (crime, poverty, racism etc.), and social change. This course will emphasize active participation and group work as course concepts are viewed through the lens of everyday life.

Legal Studies

½ credit

Junior/Senior

Course Description: Legal Studies is designed to promote an understanding of the legal

system in our society and how it affects our daily lives. Topics covered include: crime control and politics, definitions of crime and criminal behavior, the role of law enforcement, lawyers and judges, the courts, and corrections. Advanced debating, writing, and critical thinking skills will be emphasized.

Geography

½ credit

Junior/Senior

Course Description: Geography provides a basis for understanding the world we live in; its physical environment, its various peoples, the way they live, and the way they interact with their environment. The course follows a topical approach using the five themes of geography: place, region, movement, location, and environment. Topics will be presented with an emphasis on interpreting and applying information and critical thinking while deepening students' knowledge and understanding of the geographic themes.

Regional Topics and Trends

½ credit

Junior/Senior

Course Description: The goal of Regional Topics and Trends is for students to develop an appreciation for the historic background of the Chequamegon Bay region as well as the State of Wisconsin. People, culture, industry, and natural resources will be studied as will the impact of historic events and trends. Students will also probe state and regional issues while studying the structure and workings of state and local governments. Guest speakers, independent research, and local resource will be utilized.

Adv Placement U.S. History

1 credit

Sophomore/Junior/Senior

Prerequisites: GPA of 3.0 or higher in Social Studies and English. Approval from instructor and agreement to complete pre-course work

Successful completion of written assignment

(admittance into AP English will suffice).

Incoming sophomores need to take and pass the Civics Exam with a 70% or higher.

Course Description: The objective of AP U.S. History is to increase the student's understanding of United States history from "discovery" to the present. The course content will focus on developing the historical thinking skills categorized by the College Board as: Analyzing Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level. (Sophomores may substitute AP U.S. History for U.S. History providing they meet the above criteria and successfully complete the course work).

Adv Placement World History

1 credit

Sophomore/Junior/Senior

Prerequisites: GPA of 3.0 or higher in Social Studies and English. Approval from instructor and agreement to complete pre-course work

Successful completion of written assignment

(admittance into AP English will suffice).

Incoming sophomores need to take and pass the Civics Exam with a 70% or higher.

Course Description: AP World History covers world history from five major time periods: 8,000 B.C.E. to 600 C.E., 600 to 1450, 1450 to 1750, 1750 to 1914, and 1914 to the present. For each time period, knowledge of major developments that illustrate or link six thematic areas and the major civilizations of Africa, The Americas, Europe, and Asia is

expected of the students. Students will be given the option to take the AP exam and become eligible for college credit. The course content will focus on developing the historical thinking skills categorized by the College Board as: Analyzing Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level. (Sophomores may NOT substitute AP World History for Global Studies and are still required to fulfill their U.S. History course requirement).

Advanced Placement U.S. Government and Politics **Independent Study Only-See Guidance .**

Counselor

1 credit

Junior/Senior

Prerequisites: U.S. History and approval of the instructor. Students may also be required to complete a brief essay and skills analysis.

Course Description: This college level elective course will give students an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will be given the option to take the AP exam and become eligible for college credit. AP courses are taught at a college level.

Language

German/Ojibwe/Spanish

German I

1 credit

Freshman/Sophomore/Junior/Senior

Course Description: The basics of German communication skills are introduced. Students develop skills in interpersonal, presentational, and interpretive communication. Students will also be exposed to German culture through film and music. Authentic text reading skills are introduced as well in this course.

German II

1 credit

Sophomore/Junior/Senior

Prerequisites: German I

Students begin to use more advanced German grammar and vocabulary to begin to communicate more fluently. Students will continue to develop skills in interpersonal, presentational, and interpretive communication. Film and music will continue to be a part of this course. Authentic text reading skills are developed in this course.

German III

1 credit

Junior/Senior

Prerequisites: German II

Students work to enhance the fluency of their communication by continuing to refine the skills developed in the previous German course. Students will continue to develop skills in interpersonal, presentational, and interpretive communication. Film and music will continue to be a part of this course. Reading authentic text is an emphasis in this course.

German IV

1 credit

Senior

Prerequisites: German III

Course Description: Students will expand on the skills learned in level 3. Students work to enhance the fluency of their communication by continuing to refine the skills developed in the previous German course. Students will continue to develop skills in interpersonal, presentational, and interpretive communication. Film and music will continue to be a part of this course. Reading authentic text is an emphasis in this course.

**German III and German IV are often combined into one class*

Ojibwe I

1 credit

Freshman/Sophomore/Junior/Senior

Course Description: In Ojibwe I, the emphasis is on communication in real-life situations. Students are graded based on what they can understand, say, read, and write at a beginning level. Ojibwe culture is explored through music, art, magazines, film and food.

Ojibwe II

1 credit

Sophomore/Junior/Senior

Prerequisites: Ojibwe I

Course Description: In Ojibwe II, the emphasis continues to be on both written and oral work with regular testing. Every effort is made to encourage students to participate voluntarily in general conversation. There is more emphasis on reading. Students will experience Ojibwe culture through music, videos, art and food.

Ojibwe III

1 credit

Junior/Senior

Ojibwe II

Course Description: In Ojibwe III, the class will be conducted as much as possible by speaking Ojibwe. Continued review of grammar is necessary in order to retain and perfect those concepts previously introduced. Students are constantly encouraged to involve themselves in the target language in speaking, reading, writing and listening. Knowledge of the literature, history and peoples of the Ojibwe speaking world is expanded, especially through reading, films, and food.

Ojibwe IV

1 credit

Senior

Ojibwe III

Course Description: In this class students will strive to communicate in Ojibwe with each other in order to further their ability to express opinions and abstract ideas. Through literature, art, music, film and cultural traditions, including food, students will deepen their knowledge and understanding of the Ojibwe speaking world. Materials for study will be drawn from a variety of sources including newspaper articles, short stories, audio and printed magazines, feature films and documentaries in Ojibwe. Learners will improve their speaking and writing skills by means of conversations, dramatizations, essays and journal entries, while increasing their interpretive ability with listening comprehension and reading activities. Grammar use will be reviewed and expanded in order to refine communicative ability.

**Ojibwe III and Ojibwe IV are often combined into one class*

Spanish I

1 credit

Freshman/Sophomore/Junior/Senior

Course Description: In Spanish I, the emphasis is on communication in real-life situations. Students are graded based on what they can understand, say, read, and write at a beginning level. Hispanic culture is explored through music, art, magazines, film and food.

Spanish I is open to all students who are in their freshman, sophomore, junior or senior year of high school. All students taking Spanish I learn the fundamentals of the Spanish language. Spanish will be taught through conversation, reading, storytelling, and grammar lessons. Music and movement are also used to help teach the language and about the cultures of various Spanish-speaking countries. Students will be graded on class participation, and daily work, assessments. This class helps college-bound students in meeting entrance requirements, and students not planning to attend college will have the opportunity to learn a marketable skill.

Spanish II

1 credit

Sophomore/Junior/Senior

Prerequisites: Spanish I

Course Description: In Spanish II, learners continue to develop communication skills by listening, reading, speaking and writing in a student-centered environment. Formative and summative performance assessments measure progress. Learners are expected to speak Spanish in class, using English only for clarification. The goal is to use Spanish, expand knowledge of the language and acquire information about the Spanish-speakers, while making comparisons

and connections within our community and the world. Learners will experience Hispanic culture through music, videos, films, art and food.

Spanish III

1 credit

Junior/Senior

Prerequisites: Spanish II

Course Description: In Spanish III, learners will be able to express themselves and communicate with each other in Spanish. By building on prior knowledge about the language and culture, learners will be able to become better users of the language and perform with greater fluency in culturally appropriate ways, understanding more and feeling more secure about their skills. Learners will enjoy authentic images and written texts in a variety of media.

Spanish IV

1 credit

Senior

Prerequisites: Spanish III

Course Description: In Spanish IV, learners will deepen their understanding of how the language works. They will be able to express themselves and with increased proficiency. Through films, literature and other forms of authentic media, learners will improve their reading and writing skills. Learners will achieve the ability to talk with native speakers and each other with confidence. After four years of Spanish, AHS graduates will be able to test out of college Spanish classes and get university credits at some institutions.

Additional ACP/ College & Career Supports

Independent Study

Independent study is available under certain conditions. Student participation is determined through mutual consent of the student, teacher, and counselor with approval of the administration. Student selection of an independent study course should stem from a previous course, area of study or other student experience. Contact the ACC center for specific information.

Rural Virtual Academy (RVA) courses

The Ashland Online Educational Option is available for students in grades 4K - 12. Providing students with an online learning option helps the district meet the needs of all students. Online learning may be utilized by all students across the learning spectrum. (Special education students may take online classes if included in their IEP.) Talk to a school counselor for more information.

Work Experience

Work Experience programs at AHS are considered capstone courses where students are learning employment skills in their chosen pathway. Students must take courses in their pathway and agree to requirements outlined by the work experience instructor and the State of Wisconsin. Students may not work during times that they are required to be in school, unless they are in a work experience and/or career exploration program operated by the school. Ashland High School's approved programs are the Wisconsin Cooperative Education Skill Standards Certificate Program for seniors in Marketing, Agricultural and Family and Consumer Science (HERO/Medical Science), Junior Youth Apprenticeship, and Senior Youth Apprenticeship. Exceptional educational interest needs or requirements may be reviewed by the Board

Youth Apprenticeship is designed around Wisconsin Youth Apprenticeship Program and is a one year program. Students must have employment that is based on their interests and abilities and fall under one of the following Career Pathways:

- Agriculture, Food, & Natural Resources (landscaping companies, vet clinics, farms)
- Architecture & Construction (architectural firms, construction companies)
- Arts, AV & Communication Technology (graphic design companies, printing companies)
- Finance (banks, credit unions, insurance companies)
- Health Science (hospitals, residential facilities, pharmacies)
- Hospitality, Lodging, & Tourism (hotels, restaurants, catering companies)
- Information Technology (IT consulting, repair, programming offices)
- Manufacturing (food & beverage, metal, textile producers, welding)
- Science, Technology, Engineering & Math (research labs, architectural firms)
- Transportation, Distribution & Logistics (warehouses, auto & collision repair shops)
- **Special requests may be accommodated)*

At the worksites, the student must be paid and work a total of 450 hours per year. Students must also complete coursework appropriate to their year in school (junior and senior level). The student, employer, and instructor will complete competency checklists to make sure all requirements are met. Students must be enrolled in a class at the high school that also aligns with the employment. Upon completion of the program students will be awarded a certificate from the Department of Workforce Development. For more information please contact Sandy Naas at snaas@sdak12.net or 715.682.7089 X 1107.

Start College Now & Early College Credit Program

Students may have an opportunity to enroll at an institution of higher education in Wisconsin and take courses that may lead to credit towards high school graduation. Application for enrollment for obtaining high school credit courses must be made by March 1 for the fall semester, and by October 1 for courses to be taken during the spring semester. Eligibility criteria need to be met to participate in this program. Current eligibility requirements include prerequisite high school courses and a cumulative GPA of a 3.0 in core classes (Math, Science, English and Social Studies).

Early Graduation

Early Graduation: Please note your Early Graduation Request may not be honored if not turned in by the end of 1st Quarter of your Senior year. See your school counselor for details.

TESTING

ACT: The ACT is the preferred admissions test of 4-year colleges and universities throughout the midwest. Two year colleges can also use the ACT. The ACT plus writing is given to all juniors in February of each school year during the school day as a part of state testing. Because it is a part of state testing and happens during the school day there is no cost to students for the February test. The ACT is still offered on Saturday morning five times throughout the school year. There is a fee for taking the ACT on a Saturday test date. Subject areas include English, Reading, Math, Science Reasoning and Writing optional on Saturday test dates. Students can register online at www.actstudent.org for Saturday test dates. Registration for the statewide testing in February will be done by Ashland High School. Technical colleges do not require the ACT but may use it for admissions.

ACT ASPIRE: Students in grades 9 and 10 will take the computer-based ACT Aspire in the spring. It is required by the state of Wisconsin to test in the areas of English, Math, Reading, Science and Writing.

SAT: The SAT test is similar to the ACT, published by a different company. For more information, go to www.collegeboard.com

PSAT: The PSAT(Preliminary Scholastic Aptitude Test) is offered to 11th students in October. Some students may want to take the PSAT to practice taking a standardized college entrance exam. Juniors with very high PSAT scores may qualify for the National Merit Scholarship Program. PSAT scores may be required for certain highly selective scholarship. There is a \$16 fee to take this test.

Forward Exam: All sophomores take the Forward Exam in the spring. This test consists of two multiple-choice sections totaling approximately 1 hour and 30 minutes of testing.

ASVAB: The ASVAB (Armed Services Vocational Aptitude Battery) is free and offered on a weekday morning in the Fall to interested 10-12th grade students. The test includes a vocational component which many students use in the career development process. The ASVAB is conducted by ASVAB personnel at the school. Students considering military options after high school may want to take the ASVAB.

DARE TO BE GREAT: Getting involved with extracurriculars enhances your entire high school experience. Get involved with activities, clubs and sports. Check online for more details.

AFS/EXCHANGE STUDENT CLUB
BAND/JAZZ BAND
ORCHESTRA
CHOIR - CONCERT AND SHOW
DRAMA
SPEAK YOUR PEACE
CLUB DE ESPANOL
CROSS COUNTRY SKI CLUB/TEAM
DECA (DISTRIBUTIVE EDUCATION CLUB OF AMERICA)
FFA (FUTURE FARMERS OF AMERICA)
FORENSICS
GERMAN CLUB
GRAPHIC DESIGN/YEARBOOK
HIGH QUIZ BOWL
MATH CLUB
NATIONAL HONOR SOCIETY (NHS)
NATIVE AMERICAN CLUB
RPG CLUB
STUDENT COUNCIL
TRAP CLUB
TECH CLUB
VISUAL ART CLASSIC
W.A.T.E.R.S.

BOYS & GIRLS CROSS COUNTRY
FOOTBALL
BOYS SOCCER
GIRLS TENNIS
GIRLS VOLLEYBALL
BOYS BASKETBALL
GIRLS BASKETBALL
GIRLS HOCKEY
BOYS HOCKEY
CHEER-BASKETBALL
WRESTLING
GIRLS GYMNASTICS
BOYS & GIRLS ALPINE SKI AND SNOWBOARD
BASEBALL
BOYS GOLF
GIRLS SOCCER
GIRLS SOFTBALL
BOYS TENNIS
BOYS & GIRLS TRACK
ENVIROTHON

For more information check out the [AHS 101 guide](#)

Agriculture, Food & Natural Resources

| Course Key | Course Name | Grade Level |
|------------|--------------------------------------|---------------|
| AGRS | Agriscience | 9, 10, 11,12 |
| AQUCUL | Aquaculture (ES) | 11, 12 |
| EQUSCI | Equine Science (ES) | 10, 11, 12 |
| FLORC | Floriculture, Turf, & Landscape | 9, 10,11, 12 |
| FORES | Forestry (ES) | 11,12 |
| GREENH | Greenhouse Production | 9, 10, 11, 12 |
| NATRES | Natural Resources & Env Science (ES) | 9, 10, 11, 12 |
| VETSCI | Veterinary Science (ES) | 10, 11, 12 |
| WILMA | Wildlife Management | 10, 11, 12 |
| BIOTEC | Biotechnology | 10, 11, 12 |
| COOPAG | Certified Agri Co-Op | 12 |
| YOUAP | Certified Youth Apprentices | 11, 12 |
| EMPL | Employability Skills | 11, 12 |

Family & Consumer Science

| | | |
|--------|---------------------------------------|---------------|
| DSCF | Discovering Foods | 9, 10, 11, 12 |
| FOOSCI | Food Science & Nutrition | 10, 11, 12 |
| INTCUL | Intro to Culinary Arts (A) | 11, 12 |
| CULAR | Culinary Arts (B) | 11, 12 |
| CDEV1 | Child Development | 10, 11, 12 |
| ACCT | Assist Child Care Teacher Cert (ACCT) | 11, 12 |
| FASME1 | Fashion Merchandising I | 9, 10, 11, 12 |
| DES I | Design I | 9, 10, 11, 12 |
| DESII | Design II | 9, 10, 11, 12 |
| TEXTIL | Textile Arts | 10, 11, 12 |
| COOPFC | Family & Consumer Science Co-Op | 12 |

Technology & Engineering Education

| | | |
|--------|------------------------------------|---------------|
| FO TEC | Foundations of Tech Ed | 9, 10, 11, 12 |
| BUCON | Building Construction | 10, 11, 12 |
| ADVCON | Advanced Construction | 11, 12 |
| INT EL | Intro to Electricity & Electronics | 9, 10, 11, 12 |
| DIY | DIY | 10, 11, 12 |
| MPR | Material Processing | 9, 10, 11, 12 |
| INTMET | Intro to Metals | 9, 10, 11, 12 |
| METALS | Metals II | 10, 11, 12 |
| OREMA | Oredocker Manufacturing | 11, 12 |
| MACTL | Machine Tool | 11, 12 |
| ENGDE | Engineering & Design Intro | 9, 10, 11, 12 |
| ADENG | Advanced Engineering | 10, 11, 12 |
| ARCC | Architectural & Civil Engineering | 10, 11, 12 |
| AHSWF | AHS Welding & Fabrication | 11, 12 |

Art & Design Education

| | | |
|--------|-----------------------------|---------------|
| ARTAP | Art Appreciation (2D & 3D) | 9, 10, 11, 12 |
| COMART | Comprehensive Art (2D & 3D) | 10, 11, 12 |
| ART PO | Art Portfolio (2D & 3D) | 10, 11, 12 |
| PHOTOG | Photography (2D) | 10, 11, 12 |
| DRA/PA | Drawing/Painting (2D) | 10, 11, 12 |
| SCULC | Sculpture/Ceramics (2D) | 10, 11, 12 |
| MASKMA | Mask Making (3D) | 9, 10, 11, 12 |
| WRLART | World Art (2D & 3D) | 9, 10, 11, 12 |
| YEARBO | Yearbook | 10, 11, 12 |

Music

| | | |
|--------|--------------------------|---------------|
| LEFFCT | Lake Effect/Show Choir | 9, 10, 11, 12 |
| CONCHO | Concert Choir | 9, 10, 11, 12 |
| CONBA | Concert Band | 9, 10, 11, 12 |
| WINDE | Wind Ensemble (audition) | 9, 10, 11, 12 |
| JAZBA | Jazz Ensemble | 9, 10, 11, 12 |
| ORCH/W | Orchestra | 9, 10, 11, 12 |
| MUSTHE | Music Theory | 9, 10, 11, 12 |

English

| | | |
|--------|-----------------------------|----------|
| ENG9 | English 9 | 9 |
| ENG10 | English 10 | 10 |
| APLCOM | Applied Communications | 11, 12 |
| GLOEX | Global Literature | 11, 12 |
| COLPRE | College Prep | 12 |
| TECTR | Technical Trends | 12 |
| APLAN | AP Language & Comp | 12 |
| CONNEC | Connections | 11, 12 |
| CREWR | Creative Writing | 11, 12 |
| DRAJIT | Dramatic Literature | 11, 12 |
| ENVLIT | Environmental Literature | 11, 12 |
| NAAMLI | Native American Liter | 11, 12 |
| SCIFIC | Science Fiction | 11, 12 |
| RECOL | Reading For College | 11, 12 |
| WOMEN | Womens Writers of the World | 11, 12 |
| READ | Reading *** | 10,11,12 |
| CRENG | Credit Recovery*** | 11, 12 |

Mathematics

| | | |
|--------|----------------------|--------|
| ALG1 | Algebra I | 9 |
| GEOM | Geometry | 10, 11 |
| ALG2 | Algebra II | 11, 12 |
| PRECAL | Pre Calculus | 11, 12 |
| CONCAR | Consumer/Career Math | 12 |
| APSTA | AP Statistics | 11, 12 |
| APCAL | AP Calculus | 12 |
| COLLPR | College Prep Math | 11, 12 |
| PREALG | Pre Algebra **** | 9 |

Physical Education

| | | |
|--------|---------------------------------------|---------------|
| PE9 | Physical Ed 9 | 9 |
| PE10 | Physical Ed 10 | 10 |
| STRC A | Strength & Conditioning (A) | 9, 10, 11, 12 |
| STRC B | Strength & Conditioning (B) | 9, 10, 11, 12 |
| LIFETI | Lifetime Activities | 11, 12 |
| TEAM1 | Team Sports I | 11, 12 |
| TEAM2 | Team Sports II | 11, 12 |
| FITNES | Physical Activity & Personal Wellness | 11, 12 |

Health

| | | |
|------|--------|---|
| HEAL | Health | 9 |
|------|--------|---|

First Aid

| | | |
|------|---|--------|
| FAID | Advanced Health & Basic Lifesaving Skills | 11, 12 |
|------|---|--------|

Leadership

| | | |
|--------|------------|--------|
| LEADER | Leadership | 11, 12 |
|--------|------------|--------|

Science

| | | |
|--------|------------------------|------------|
| SC9 | Science 9 | 9 |
| BIO | Biology | 10 |
| BIO2 | Biology II | 10, 11, 12 |
| APPSCI | Applied Science | 10, 11, 12 |
| CHEM1 | Chemistry | 10, 11, 12 |
| CHEM2 | Organic Chemistry | 11, 12 |
| PHYS | Physics | 11, 12 |
| MEDSC1 | Medical Science Exp I | 10, 11, 12 |
| MEDSC2 | Medical Science Exp II | 10, 11, 12 |

Social Studies

| | | |
|--------|---|------------|
| GLOB3 | Global Studies | 9 |
| USHIST | US History | 10 |
| ECON | Economics | 11, 12 |
| PSYCH | Psychology | 11, 12 |
| SOC | Sociology | 11, 12 |
| LEGALS | Legal Studies | 11, 12 |
| RETOP | Regional Topics | 11, 12 |
| GEOG | Geography | 11, 12 |
| APHIS | AP US History | 10, 11, 12 |
| AP WRH | AP World History | 10, 11, 12 |
| AP GOV | AP US Government & Politics Independent study only | 11, 12 |

Business/IT/Marketing

| | | |
|--------|-------------------------|---------------|
| FINANC | Finance & Career | 11, 12 |
| BUSE3 | Business Essentials | 9, 10, 11, 12 |
| BUSTE | Business Technology App | 9, 10, 11, 12 |
| MRKA | Marketing A | 10, 11, 12 |
| MRKB | Marketing B | 10, 11, 12 |
| INHEAS | Intro to Health Science | 9, 10, 11, 12 |
| COOPMK | Marketing Co-Op | 12 |

Language

| | | |
|-------|-------------|---------------|
| GER1 | German I | 9, 10, 11, 12 |
| GER2 | German II | 10, 11, 12 |
| GER3 | German III | 11, 12 |
| GER4 | German IV | 12 |
| SPAN1 | Spanish I | 9, 10, 11, 12 |
| SPAN2 | Spanish II | 10, 11, 12 |
| SPAN3 | Spanish III | 11, 12 |
| SPAN4 | Spanish IV | 12 |
| OJIB1 | Ojibwe I | 9, 10, 11, 12 |
| OJIB2 | Ojibwe II | 10, 11, 12 |
| OJIB3 | Ojibwe III | 11, 12 |
| OJIB4 | Ojibwe IV | 12 |

***Teacher Recommended