Prentice High School Course Description Book 2020-2021



NONDISCRIMINATION POLICY

The Prentice School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

The District policy also provides that no person shall be subjected to discrimination in employment on these bases.

Arrangements can be made to ensure full admission and participation to those lacking English language skills.

The policy also provides for an appeal procedure.

Inquiries regarding specific allegations of sex discrimination (Title IX, Education Amendments of 1972), or discrimination on the basis of handicap (Section 504, Rehabilitation Act of 1973) may be referred to:

Mr. Randall Bergman Title IX Coordinator Prentice School District Prentice, WI 54556

Section 504 Coordinator Prentice School District Prentice, WI 54556

INTRODUCTION

This career and course description handbook is prepared so that you and your parents can more easily and intelligently select those courses which will prepare you best for the career goals you have chosen. Even though you may not have identified a career goal at this time, it is to your advantage to preview the career cluster information and to select a combination of courses which will open the most doors to you after high school. Students, if interested, are encouraged to explore any course even if that course would traditionally be viewed with a male or female orientation. Colleges, technical schools and the various programs offered by those schools require for acceptance specific prerequisites at the high school level. Be sure to check with your counselor or college representative as to what those prerequisites are.

The course requirements established by the Board of Education for Prentice High School will be changing over the next few years reflecting state mandates and the need for better preparation in specific areas identified by state and national commissions on education. Following are a description of each career cluster, suggested high school courses, the specific requirements for college and technical school admissions, the two different types of diplomas offered at Prentice High School, and a breakdown by department each class offered at Prentice High School. Be sure to pay close attention to any prerequisites and the year in which the class is offered to you.





CAREER CLUSTERS

Career Clusters prepare all students for careers and post-secondary education. The nature of work has changed over time. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and/or careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, Prentice High School is working to help students achieve in challenging subjects. A key approach to this goal is to provide students with relevant instruction. Career clusters link what students learn in school with the knowledge and skills they need for success in careers and post-secondary education.

Career clusters identify pathways from secondary school to two-and four-year college, graduate school, and the workplace so that students can learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

How to use this Career Cluster Guide...

- 1. Select the career cluster that interests you. There are sixteen career clusters. They are
 - Agriculture, Food & Natural Resources
 - Architecture & Construction
 - Arts, A/V Technology & Communication
 - Business, Management & Administration
 - Education & Training
 - Finance
 - Government & Public Administration
 - Health Science
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety & Security
 - Manufacturing
 - Marketing, Sales & Services
 - Science Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
 - Optional 17th Cluster: Liberal Arts & Sciences
- 2. Look at the pathways and careers in this cluster. Research your top career choices using the Wisconsin Career Pathways or WISCareers web site. The web address, along with other sites that may be of interest, is listed under the student resources link on the school's homepage. You can access the web site at school or at home. Not every career is listed on the web site but you will find information on every career cluster. If your specific career choice is not listed, select "Occupations" from the top menu list and then "Browse Occupations" and "pick a career cluster." You will then be able to look at careers within your career cluster choice. Pay particular attention to the helpful high school courses as you select classes.
- 3. Use the course planning page to plan your path to achieving your career goals. Read about each course in the course Selection Guide. See page 29 of the selection guide for the start of an alphabetical listing of departments with each course description. As you progress through high school, your career goals might change. Each year you will review and update your plan.
- 4. Work with your school counselor to make sure you are meeting graduation requirements as well as the requirements for the post-secondary institution of your choice.
- 5. Pay special attention to course schedules that indicate when courses are offered. There are a few courses that are offered every other year.





PRENTICE HIGH SCHOOL COLLEGE CREDIT COURSES

<u>Advanced Placement courses:</u> AP English Language and Composition AP English Literature and Composition AP Biology

Dual Credit: (students are registered with a technical college and receive a technical college transcript)

PHS Welding = NTC PHS Accounting II = NTC PHS English 12=NTC PHS Calculus=NTC PHS Anatomy=NTC PHS Trigonometry=NTC

HELPFUL DEFINITIONS

Dual Credit –Dual credit courses are an agreement between Prentice High School and Northcentral Technical College (NTC) in which students receive both high school credit (by passing the course) and technical college credit. Upon completion of a dual credit course, students receive an official NTC transcript. Dual credit courses are actual technical college courses that are taught by Prentice High School teachers here at Prentice High School. There is no cost to the student for these technical college credits, which normally cost approximately \$100/credit!

Advanced Standing – Advanced standing recognizes the skills students attained in certain high school courses by allowing them to earn college credit. When students enroll at NTC, credit for those high school courses in which they earned advanced standing will be applied toward their technical college degree or diploma. Students receive these credits at no cost, making their college education more cost-effective.

PREPARING FOR COLLEGE & UNIVERSITY ADMISSIONS

Students planning to attend college must pay careful attention to admissions requirements prior to selecting high school courses. The requirements vary considerably depending upon the college or university you plan to attend and the major field of study you plan to pursue. *It is essential that you and your parents check specific college entrance requirements with your school guidance counselor.*

High School Credit Requirements – High school course work should prepare you for college by helping develop strong skills in at least four areas – English, mathematics, social science and natural science. **Two years of foreign language is also strongly recommended**. All UW System institutions require a minimum of 17 high school credits (one credit is equal to one year of study) distributed as follows:

Core Prep Courses	Description	Credits
English	Accepted English courses stress an understanding of composition, literature and rhetoric. Significant practice in reading, writing and speaking is expected in composition and rhetoric. Several campuses require that at least three of the four credits in English include composition and literature. Most regular and advanced English courses are accepted. Courses not accepted tend to be those that emphasize applied skills, performance or technical production, such as yearbook.	4
Mathematics	Algebra, geometry and other mathematics courses requiring algebra or geometry as prerequisites are accepted. Most campuses require both algebra and geometry. In most cases, courses are not accepted in mathematics if they are	3



3

	taught prior to first-year algebra, do not have algebra or geometry as a prerequisite or are computer classes.	
Social Science	Courses accepted in social science include history, political science, geography and theoretical studies of culture, economics and human behavior and societies (such as psychology and sociology). Courses in applied social science are not accepted.	3
Natural Science	Courses accepted in natural science include biology, chemistry and physics. These courses emphasize theory and usually have a significant laboratory component. Other science courses often accepted include astronomy, earth science, geology and physical science.	3
Elective Credits	Elective credits are chosen from the core college preparatory areas above, foreign language, fine arts, computer science and other academic areas. A minimum of two credits of a single foreign language is required for admission to UW-Eau Claire and UW-Madison and may help meet graduation requirements at other UW System campuses. Some campuses may accept career and technical education courses for a portion of these four elective credits.	4

It is impossible to list courses that are required by all institutions. Students and parents should work closely with high school counselors for admissions information for Wisconsin colleges and all out-of-state institutions.

Taking all of the recommended courses does not guarantee admission to college. Other factors such as a student's rank in class, grades, and ACT/SAT test scores are considered.

A strong academic background in high school beyond the minimal college admissions requirements can be beneficial. For example, UW – Madison is one of the colleges that recommend more than the minimal admissions requirements. For the admissions requirements of a specific college see your counselor or contact the institution.

PREPARING FOR TECHNICAL COLLEGE ADMISSIONS

If you are planning to attend a state Wisconsin Technical College System (WTCS) school, are unsure about your post-high school plans, or plan to seek employment immediately upon graduation, you will have greater flexibility in both selecting and pursuing a career if you have completed the following course work.

Subject Areas	Description	Years of Study
English, mathematics, social science, and natural science	See the chart under "Preparing for College and University Admissions" for information regarding these areas of study	*
Career and Technical Education	Emphasis on the realities of the workplace, general and specific occupational skills, career exploration, supervised work experiences, and student organizations.	3-4
Computer science and literacy	Instruction in keyboarding, computer operations and terminology, program solving, applying computer technology, using appropriate software, and the social and economic impact of computers.	0.5
Careers, work and the work place	Career exploration and planning with emphasis on occupations, non-traditional careers, and self-employability skills and attitudes; job-seeking and keeping skills; human relations; and a practical knowledge of business operations.	0.5

The ACT test is required for health programs as well as a grade of "C" or better in Chemistry. An admission test (currently the Accuplacer test) is required for all programs.







This diverse career cluster prepares learners for careers in the planning, implementation, production, management, processing and/or marketing of agricultural commodities and services including food, fiber, wood products, natural resources, horticulture and other plant and animal products. Agriculture in Wisconsin includes science, marketing,

service, production, supply, processing, preservation of the food supply, plants, animals and natural resources. This area employs over 12% of Wisconsin's workforce.

Students planning to enter a field in agriculture, food, and natural resources need a solid background in math, science, communications, and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs, and career technical schools/institutes. Some careers may require advanced or professional degrees.

Plant Systems	Farmer Rancher Tree Pruner	Biotechnology Lab Technician Soil Technician	Agricultural Journalist Plant Breeder/Geneticist
Animal Systems	Animal Groomer Animal Trainer Animal Worker	Veterinary Assistant Animal Breeder Vet Technician	Agricultural Educator Veterinarian Wildlife Biologist
Natural Resource Systems	Logger Nursery Worker Rock Splitter-Quarry	Forest Technician Water Monitoring Technician Cartographer	Ecologist Wildlife Manager Range Manager
Environmental Service System Handler	s Hazardous Materials Technician Recycler	Hazardous Materials Toxicologist Water Technologist	Chemical Engineer
Food Products & Processing Sy	ystems Agricultural Salesper Meat Cutter/Grader	rson Dairy Technologist Agricultural Inspector	Biochemist Nutritionist
Power, Structural & Technical	Systems Power Plant Worker	Machine Operator Welder	Agricultural Engineer Agricultural Educator
Agribusiness Systems	Farmer Rancher	Agricultural Commodity Broke Agricultural Products Buyer	r Agricultural Educator Farm Manager
Accounting Algebra II	Spanish I, II, III, IV World History	Calculus	Foods and the Future

Chemistry Employability Skills Geometry Entrepreneurship Youth Apprenticeship Environmental Science Business Communications Principle of Amer. Business Electro-Mechanical Systems Physics Pre-Calc Physics Individuals in Society Foods and Nutrition Power Athletics Forensics National Honor Society Student Council POPS SADD Energy



WISCONSIN TECHNICAL COLLEGE SYSTEM



The Architecture and Construction career cluster prepares learners for careers in designing, planning, managing, building and maintaining the built environment. Individuals employed in these careers work on new structure, restorations, additions, alterations and repairs.

Students who want to pursue a career in the Architecture and Construction cluster need a solid background in math, science and technical skills. Education and training can be obtained in high schools,

technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

Students who are curious, good at following directions, pay attention to detail, good at visualizing possibilities, patient and persistent are drawn to careers in the Architecture and Construction career cluster. These students tend to like reading and following blueprints and/or instructions; picturing what finished products look like; working with their hands; performing work that requires precise results; solving technical problems; following logical step-by-step procedures; and visiting and learning from beautiful, historic or interesting buildings.

Design/Pre-Construction		Interior Design Asst	Civil Engineer
		Mechanical Drafter	Landscape Architect
		Civil Engineer Technician	Interior Designer
Construction	Mason	Design Technician	Foreman/Manager
	Painter	Carpenter	Superintendent
	Roofer	Electronic Systems Tech	
Maintenance/Operations	Hazardous Material Remover	Wastewater Maintenance Technician	Environmental Engineer
	Mason	Carpenter	Construction Foreman/Manager

Algebra Machine Woodworking Advanced Biology Calculus Chemistry **Computer Applications** Desktop Publ/Web Design Electrical-Mechanical Systems Intro to Engineering Design **Pre-Building Trades** Furniture & Cabinet Making Geometry Spanish I, II, III, IV Welding Power Youth Apprenticeship

Intro to Technology Algebra II Physics **Computer Assisted Drafting** Electricity/Electronics Pre-Calculus Individuals in Society Principles of Engineering **Building Trades Digital Electronics** Foundry & Sheet Metal Machine Shop I & II Energy **Employability Skills**









Careers in the Performing Arts, Visual Arts, or certain aspects of Journalism, Broadcasting and Film require courses and activities that challenge students' creative talents. Career in Audio-Visual Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral

and written form. The creative aspects of this cluster are rapidly merging with the technological, making it even more challenging.

Preparation for careers in this cluster must begin in the elementary grades and continue through high school, allowing students to gain experience in the performing and visual arts as well as in the academic foundations. Some careers may require advanced or professional degrees.

Individuals who work in careers in Arts, A/V Technology and Communications tend to be creative and imaginative, good communicators, curious about new technology, relate well to feelings and thoughts of others and are determined. They like to use their imagination to communicate new information to others; play musical instruments or perform other creative venues; read and write; use video and recording technology; and design posters and brochures.

Audio and Video Technology & Film	Production Asst Grip (Stagehand)	Audio Systems Tech Video Systems Tech	Audio-Visual Designer Videographer: Special Effects & Animation
Journalism and Broadcasting	Art Director Journalist	Disc Jockey Radio Operator	Broadcast Technician Radio & TV Announcer Publisher
Performing Arts	Actor/Actress Makeup Artist	Costume Designer Film/Video Editor Performer	Actor Conductor Director
Printing Technology	Paper Salesman Printing Equipment Operator	Prepress Technician Bindery Worker	Desktop Publishing Specialist Production Designer
Telecommunications	Customer Service Rep Sales Representative	Cable/Line Repairer Telecommunications Tech	Telecommunication Computer Programmer & Systems Analyst
Visual Arts	Mural Painter Food Stylist Floral Designer	Commercial Photographer Computer Animator Graphic Designer	Artist Fashion Designer Interior Designer

Intro to Art AP English Band/Choir Computer Animation Computer Applications Creative Writing Spanish I, II, III, IV Advanced Art Yearbook Youth Apprenticeship Drawing/Painting Flash Animation Law Related Music Theory Parenting Electro-Mechanical Design Sculpture Computer Programing Housing and Interior Design Employability Skills Forensics Art Mentorship National Honor Society Athletics High School Musical SADD POPS







This career cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Students planning to enter a career in Business Management and

Administration need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

The Business Management and Administration cluster is appropriate for those students who are organized, practical and logical, patient, tactful and responsible. These students tend to like performing routine, organized activities; working with numbers and detailed information; being the leader of a group; making business contact with people; working with computer programs; creating reports and communicating ideas; and planning work and following instructions without close supervision.

Administrative Support	Dispatcher	Administrative Assistant	Desktop Publisher
	Receptionist	Computer Operator	Data Processing Manager
	Stenographer	Legal Secretary	
Business Information Management	Paralegal	Medical Transcriptionist	Desktop Publisher
	Court Clerk	Medical Front Office Asst	Data Processing Manager
General Management	Clerk	Meeting & Convention Planner	Chief Executive
		Personnel Manager	Hospital Manager
Human Resource Management	Human Resource Clerk	Employment Interviews	Human Resource
			Coordinator
Operations Management	Adjustment Clerk	Bookkeeper	Accountant
	Billing Clerk		Auditor
	Payroll Clerk		Finance Director

Accounting

Business Communications Business Law Computer Animation Computer Applications Spanish I, II, III, IV Principles of Am. Business Youth Apprenticeship American Problems Marriage and Single Living Intro to Business Business Economics Personal Finance Principles of Marketing Software Exploration Entrepreneurship Employability Skills School to Work Individuals in Society

** You should have a strong math background. See your instructors

for recommendations.







The Education and Training cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Careers are available in a variety of settings.

Students wishing to pursue a career in Education and Training need to have a solid foundation in academic, technical and presentation/facilitation skills. The education background for a career in Education and Training can begin in high schools, technical colleges, two-year community colleges, four-year colleges, internships, career technical

schools/institutes, and human resource/training organizations. Some careers may require advanced or professional degrees.

Students who would describe themselves as friendly, good decision-makers, helpful, innovative, inquisitive and good listeners may be drawn to careers in Education and Training. These students tend to like communicating with different types of people; helping others with their homework or learning new things; going to school; and directing and planning activities for others.

Administration & Administrative Support		Administrative Assistant Administrator Princip Superio	Principal Superintendent	
Professional Support Service	25	Librarian Technician	Clinical Psychologist	Social Worker
Teaching and Training		Early Childhood Aide Elementary Aide	Child Care Worker Physical Trainer	College/University Faculty Child Life Specialist
Accounting Algebra II Chemistry Parenting Advanced Biology Physics Power & Energy	Computer A Law Related Principles of Marriage & Pre-Calc Calculus Chemistry	pplications f Amer. Business Single Living	Student Council Forensics Class Officer Peer Tutoring After School Program Athletics Leadership Seminars POPS	
Desktop Publ/Web Design Electro-Mechanical Design Teacher's Aide World History School to Work	Individuals i Foods and N Geometry Spanish I, II, Employabili	n Society Iutrition III, IV ty Skills	SADD	







or professional degrees.

This career cluster prepares learners for careers in financial and investment planning, banking and insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Careers in the Finance cluster require students to have a strong foundation in math, science and technical skills. Education and training can be obtained in high school, technical college, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced

The careers found within the Finance cluster are appropriate for those students who would describe themselves as trustworthy, orderly, self-confident, logical, methodical and efficient. Individuals who work in Finance careers tend to like working with numbers; working to meet a deadline; making predictions based on existing facts; having a framework of rules by which to operate; analyzing financial information and interpreting it to others; handling money with accuracy and reliability; and taking pride in the way they dress and look.

Accounting	Collector	Bookkeeper	Accountant
		Tax Examiner	Auditor
		Tax Preparer	Treasurer
Banking Services	Bill & Account Collector	Credit Authorizers	Accountant
	Customer Service Rep	Loan Interviewers	Loan Officer
	Teller		Financial Planner
Business Finance	Collector	Bookkeeper	Economist
		Tax Examiner	Financial Planner
		Tax Preparer	Auditor
Insurance	Claims Clerk	Insurance Agent	Insurance Broker
	Processing Clerk	Insurance Appraisers	Loss Control Manager
Securities & Investments	Brokerage Clerk	Tax Preparer	Non-Profit Manager
			Personal Financial

Accounting
Adv. Accounting II
Business Communication
Business Law
Computer Applications
Spanish I, II, III, IV
Youth Apprenticeship
Yearbook

Principles of Am. Business Intro to Business Intro to Technology Personal Finance Desktop Pub/Web Design World History Employability Skills

**You should have a strong math background. See your instructors for



Advisor







Virtually every occupation can be found within the government. However, there are some activities that are unique to government. The Government and Public Administration career cluster prepares learners for careers in defense against foreign aggression; representation of American interests abroad; deliberation, enactment, and enforcement of laws; and program administration.

Students who wish to pursue a career in the Government and Public Administrations cluster need to have a strong background in social studies, political science, foreign language and history. Education and training can be obtained in high schools, two-year colleges, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

Individuals who work in careers in the Government and Public Administration cluster tend to be good communicators, service-minded, well-organized and problems solvers. They tend to like being involved in politics; negotiating, defending and debating ideas and topics; planning activities and working cooperatively with others; working with details; performing a variety of duties that change often; analyzing information and interpreting it to others; and traveling and seeing new things.

Foreign Service				Ambassador
				Foreign Service Officer
				Public Affairs Officer
Governance		Mail Carriers	Cabinet Level Secretary	Lobbyist
		Postal Clerks	Legislative Aide	President
National Security		Military		Combat Engineer
				Staff or Field Officer
				Submarine Officer
				Cryptographer
Planning		Census Clerk	Interviewers	Chief of Vital Statistics
			Statistical Assistant	County Director
Public Management & Adm	inistration	Court Clerks	Eligibility Interviewers	City Manager
		Postal Service Clerks	Postmasters	Executive Director
Regulation		Meter Reader	Occupational Health Safety	Border Inspector
			Technician	Election Supervisor
Revenue & Taxation			Tax Examiner	Tax Auditor
			Assessor	Tax Policy Analyst
Accounting	Law Relate	ed		
Accounting II	Principles	of Am. Business		
Business Law	Power & E	nergy		Charles and the Constant of the Party of the
Individuals in Society	World Hist	tory (AP)		
Electro-Mechanical Design	American	Problems		



Spanish I, II, III, IV

Parenting

AP English

Sociology

Marriage and Single Living

Business Communications

Geography

College Writing





The Health Science career cluster orients students to careers that promote health, wellness and diagnosis as well as treat injuries and disease. Some careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations include hospitals, medical or dental offices, laboratories, sports arenas or within the community.

A strong background in math, science, communications and technical skills are essential for those students who wish to pursue a career in the Health Science cluster. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

Students who are attracted to careers in the Health Science cluster tend to describe themselves as compassionate and caring, good at following directions, conscientious and careful, patient and good listeners. In addition, they tend to like working under pressure; helping sick people and animals; making decisions based on logic and information; participating in health and science classes; responding quickly and calmly in emergencies; working as a member of a team; following guidelines precisely; and meeting strict standards of accuracy.

Biotechnology Research & Deve	lopment Da M	ta Entry Clerk edical Equipment Preparers	Lab Technician Research Assistant	Biochemist Toxicologist
Diagnostic Services			Clinical Lab Technician Phlebotomist	Cytotechnologist Radiologist
Health Information	Ac	Imitting Clerk	Medical Assistant Transcriptionist	Medical Librarian Health Educator
Support Services	Fo	od Service Worker	Biomedical/Clinical Technician Transport Technician	Epidemiologist Hospital Maintenance Engineer
Therapeutic Services	Hc Ce	ome Health Aide rtified Nursing Asst (I)	Athletic Trainer EMT/Paramedic Surgical Technician Registered Nurse	Dentist Veterinarian Optometrist
			Athletics	
Geometry A	lgebra II		Class Officer	
Anatomy & Physiology C	hemistry		Forensics	
Law Related H	lealth		National Honor Society	
Advanced Biology P	arenting		Peer Tutoring	
Calculus P	re-Calculus		Student Council	(20) (4)
Human Diseases N	ledical Termin	ology	POPS	
AP Biology S	panish I, II, III,	IV	SADD	
Youth Apprenticeship E	mployability Sl	kills		
Foods and Nutrition S	ociology			9 9 A



Individuals in Society

Personal Finance





The Hospitality and Tourism career cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodgings, attractions, recreations events and travel-related services. Hospitality operations are located in communities throughout the world.

Students who wish to pursue a career in the Hospitality and Tourism career cluster must have a solid foundation in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and

career technical schools/institutes. Some careers may require advanced or professional degrees.

Careers in Hospitality and Tourism generally attract individuals who describe themselves as tactful, self-motivated, able to work well with others, outgoing and slow to anger. Professionals in these careers generally like to investigate new places and activities; work with all ages and types of people; organize activities in which others enjoy themselves; have a flexible schedule; help people make up their minds; communicate easily, tactfully and courteously; and learn about other cultures.

Lodging	Front Desk Employee Laundry Attendant Maintenance Worker	Front Desk Supervisor Executive Housekeeper Lodging Manager	Chief Engineer Director Human Services Night Auditor
Recreation, Amusements and Attractions	Museums/Zoos/ Aquariums Personnel Ticket Vendor	Museum Technician Sports Officials (Umpires, Refs)	Facilities Manager Resort Trainer/Instructor Parks & Gardens Ranger
Restaurants and Food & Beverage Services	Baker Waiter/Waitress Short Order Cook	Maitre d' Food Service Manager Chef	Director of Tourism Executive Chief Restaurant Owner
Travel and Tourism	Travel Clerk Ticket Agent	Motor Coach Operator Travel Agent	Convention Services Mgr Director of Communications
Accounting	Intro to Business	FBLA	
Accounting Advanced Biology	Environmental Science	Student Council	STORE
Rusiness Communication	Foods and Nutrition	Class Officer	
		De en Tutenin e	10

Business Communication Foods and the Future Principles of Marketing Yearbook Spanish I, II, III, IV Principles of Am. Business Youth Apprenticeship Intro to Business Environmental Science Foods and Nutrition Housing & Interior Design Computer Applications Individuals in Society American Problems Sociology Employability Skills Forensics Student Council Class Officer Peer Tutoring Athletics Job Shadowing Leadership Seminars POPS SADD











The Human Services career cluster is extremely diverse and prepares learners for careers related to families and human needs.

Careers in the Human Services cluster require students to have a solid background in communication, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges and

career technical schools/institutes. Some careers may require advanced or professional degrees.

Students who are attracted to careers in Human Services generally tend to be good communicators, good listeners, caring, non-materialistic, logical, non-judgmental and intuitive. They tend to like caring about people, their needs and their problems; participating in community services and/or volunteering; listening to other people's viewpoints; helping people to be at their best; working with people from preschool age to old age; thinking of new ways to do things; and making friends with different kinds of people.

Consumer Services	Teller Retail Representative	Property, Real Estate, and Community Association Mgrs	Financial Adviser Certified Financial Planner
Counseling & Mental Health Services	Mental Health Aide	Alcohol/Drug Abuse Associate Human Service Associate	Psychologist Sociologist Counselor
Early Childhood Development & Services	Childcare Worker	Teacher Assistant Nanny	Elementary School Counselor Preschool Teacher
Family and Community Services	Adult Day Care Worker Household Cleaners	Residential Author Social & Human Service Asst	Counselor Dietician Social Worker
Personal Care Services	Companion Home Care Aide Shampooer Spa Attendant	Cosmetologist Nail Technician Esthetician Barber	Exercise Physiologist Funeral Director Mortician

Accounting Principles of Am. Business Computer Apps Electro-Mechanical Design Nutrition and Foods Spanish I, II, III, IV Advanced Biology Medical Terminology

Parenting

Accounting II Business Law Power & Energy Individuals in Society Sociology World History Business Communications Marriage & Single Living









The Information Technology career cluster prepares learners for careers involving the design, development, support and management of hardware, software, multimedia and systems integration services. Information Technology careers are available in every sector of the economy – from financial services to medical services, business to engineering to environmental services.

Anyone preparing a career in the Information Technology cluster should have a solid grounding in math and science. Careers in IT are challenging and ever-changing. Education and training can be obtained in high schools, technical

colleges, two-year community colleges, four-year colleges and career technical schools/institutes. Some careers may require advanced or professional degrees.

Individuals who work in Information Technology are generally described as being logical and analytical thinkers, able to see the details in the big picture, persistent, possess good concentration skills, precise and accurate. Furthermore, they tend to like working with computers, reasoning clearly and logically to solve complex problems; using machines, techniques and processes; reading technical materials and diagrams and solving technical problems; adapting to change; playing video games and figuring out how they work; and concentrating for long periods without being distracted.

Information Support and Services	Call Center Support Rep	Computer Support Specialist	Systems Analyst
	Customer Service Rep	Web Administrator	Database Analyst
Network Systems		Network Systems & Data Communications Analyst	Information Technology Engineer
			PC Support Specialist
Programming & Software Development		Web Developer	Computer Engineer
			Game Developer
			Software Design Engineer
Web & Digital Communication	Webmaster	Animator	
_			Multimedia Author

Production Assistant Web Designer

Accounting Accounting II Spanish I, II, III, IV Adv. Mechanical Drawing AP English Band Business Communication Choir Individuals in Society Computer Applications Digital Electronics Intro to Eng. & Design Electro-Mechanical Design Chemistry Youth Apprenticeship Housing & Interior Design Algebra Graphics Applications Info Processing I, II Intro to Technology Law Related Music Theory Flash Computer Aided Design Intro to Comp Program Desktop Publ/Web Design Principles of Engineering Yearbook Physics Employability Skills







The Law, Public Safety, Corrections and Security career cluster orients students to careers that involve planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

A strong background in math, science and technical skills is needed to be successful in the careers within the Law, Public Safety, Corrections and Security cluster. Education and training can be obtained in high schools, technical colleges, two-year community

colleges, four-year colleges and career technical schools/institutes. Some careers may require advanced or professional degrees.

Students who are adventurous, dependable, community-minded, decisive and optimistic tend to be drawn to careers in this cluster. Most professionals in these fields also like working under pressure or in the face of danger; making decisions based on their own observations; interacting with other people; being in positions of authority; respecting rules and regulations; debating and winning arguments; and observing and analyzing people's behavior.

Correction Services	Maintenance Worker	Corrections Officer Corrections Office Mgr	Jail Administrator Probation/Parole Officer Counselor
Emergency & Fire Managemer Services	nt Dispatcher	EMT Firefighter	Emergency Management & Response Coordinator
Law Enforcement Services	Police, Fire, Ambulance Dispatcher	Evidence Technician Police & Patrol Officer	Park Ranger FBI Agent
Legal Services	Law Clerk	Court Reporter Legal Secretary Paralegal	Attorney Administrative Lawyer Judge
Security & Protective Services	Crossing Guard Lifeguard Ski Patrol	Game Surveillance Officer Gaming Investigator Security Guards	Computer Forensics Examiner Private Investigator
		Student Council	
Accounting	Law Related	Forensics	
Accounting II	Medical Terminology	Class Officer	A State
Criminal Justice	Principles of Amer. Business	Peer Tutoring	
Advanced Biology	Physics	Athletics	the state of franking a state of the
Computer Apps	Individuals in Society	Leadershin	a talk of a sign
Electrical/Mechanical Systems	Marriage & Single Living	Teen Court	
Parenting	Spanish I, II, III, IV		
		POPS	
		SADD	



24 100





The career cluster of Manufacturing is extremely diverse, preparing learners for careers in planning, managing and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Students interested in the Manufacturing cluster should possess a strong background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

The careers within the Manufacturing cluster are appropriate for students who are practical, observant, physically active, step-by-step thinkers and coordinated. These careers are suitable for those individuals who like working with their hands and learning that way; putting things together; doing routine; organized and accurate work; performing activities that produce tangible results; applying math to work out solutions; using hand and power tools and operating equipment/machinery; and visualizing objects in three dimensions from flat drawing.

Health Safety and Environmental		Safety Technician	Environmental Engineer
Assurance		Computer Support Specialist	Safety Engineer
Logistics and Inventory Control	Freight, Stock & Material Mover		Communications, Transportation and Utilities Manager Logistical Engineer
Maintenance, Installation and Repair	Home Appliance Repairer Fabric Members	Biomedical Equipment Technician Instrument Control Technician	
Manufacturing Production Process Development		Electrical & Electronic Tech Manufacturing Technician	Design Engineer Manufacturing Engineer
Production	Assembler Hand Packer & Packager Machine Operator	Automated Manufacturing Technician Tool & Die Maker	Millwright
Quality Assurance		Calibration Technician Lab Technician Process Control Tech	Quality Engineer

Youth Apprenticeship Algebra Geometry Advanced Biology **Environmental Studies** Calculus Chemistry Machine Shop Fluid Power Electrical-Mechanical Systems Power & Energy Furniture & Cabinet Making Spanish I, II, III, IV Fluid Power

Geometry Algebra II **Pre-Building Trades** Machine Woodworking Intro to Tech Ed **Computer Aided Drafting** Foundry/Sheet Metal Welding Physics Individuals In Society **Building Trades Small Engines**









Sociology

The Marketing career cluster orients students to careers in planning, managing and performing marketing activities to reach organizational objectives.

Careers in the Marketing cluster require students to have strong backgrounds in communication, math and technical skills. Education and training can be obtained in high schools, technical schools, technical colleges, two-year community colleges, four-year colleges and career technical

schools/institutes. Some careers may require advanced or professional degrees.

Entrepreneurship

Students who see themselves as enthusiastic, competitive, creative, self-motivated and persuasive tend to be drawn to the Marketing Profession. Generally, interested individuals also like to shop and go to the mall; be in charge; make displays and promote ideas; give presentations and speak in public; persuade people to purchase products or to participate in activities; communicate ideas to other people; and take advantage of opportunities to make extra money.

Marketing Communications	Administrative Support Representative Sales Representative	Account Supervisor	Promotion Manager Research Assistant
Marketing Management	Customer Service Rep Small Business Owner	Small Business Owner	Chief Executive Officer President
Market Research	Admin Support Rep Interviewer		Database Analyst Planning Analyst
Merchandising	Merchandising Asst. Merchandiser	Procurement Clerk	Buyer Merchandise Manager
Professional Sales	Field Marketing Rep Sales Person Telemarketer	Fashion Designer Wholesale/Retail Buyer	Retail Sales Manager Territory Rep/Manager
		National Honor Society	
Accounting	Accounting II	Forensics	
Algebra II	Information Processing	Class Officer	
Business Communication	Principles of Am. Business	Student Council	
Business Law	Principals of Marketing	Athletics	
Computer Apps	Desktop Pub/Web Design	Teen Court	
Geometry	Spanish I, II, III, IV	POPS	
Yearbook	Individuals in Society	SADD	





The Science, Technology, Engineering and Mathematics career cluster prepares learners for careers involving the planning, management and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Regardless of the pathway, students will find that these careers are exciting, challenging and ever-changing.

Students who wish to pursue a career in the Science, Technology, Engineering and Mathematics cluster should have strong knowledge and skills in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges and career technical schools/institutes. Some careers may require advanced or professional degrees.

Individuals who work in Science, Technology, Engineering and Mathematics careers tend to be detail-oriented, inquisitive, objective, methodical and mechanically inclined. In addition, they generally like to interpret formulas; find the answers to questions; work in a laboratory; figure out how things work and investigate new things; explore new technology; experiment to find the best way to do something; pay attention to details and help things be precise.

Engineering and Technology Statistical Clerk Agricultural Technician **Civil Engineer** CAD Technician **Mechanical Engineer** Manufacturing Technician **Transportation Engineer Science and Mathematics** Statistical Clerk Chemical Technician Archeologist Food Science Technician Astronomer Scientist Biologist

Algebra	Pre-Building 1
Algebra II	Intro to Tech
Machine Woodworking	Geometry
Computer Aided Drafting	Foundry & Sh
Advanced Biology	Physics
Power & Energy	Building Trade
Calculus	Power & Ener
Chemistry	Pre-Calculus
Computer Applications	Individuals in
Electrical-Mechanical Systems	Speech
Furniture & Cabinet Making	Intro to Engin
Principles of Engineering	Digital Electro
Spanish I, II, III, IV	Machine Sho
Environmental Science	Youth Appren
Employability Skills	

re-Building Trades htro to Tech Ed ieometry oundry & Sheet Metal hysics uilding Trades ower & Energy re-Calculus hdividuals in Society peech htro to Engin. & Design higital Electronics Machine Shop outh Apprenticeship





This diverse career cluster exposes learners to careers and business involved in the planning, management and movement of people, materials and products by air, water, road and rail.

The careers in the Transportation, Distribution and Logistics cluster require students to be proficient in communications, math, science and technology.

Students begin preparing for these careers in middle and high school, and possibly continue at technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Some careers may require advanced or professional degrees.

Students who are attracted to careers in the Transportation, Distribution and Logistics cluster tend to describe themselves as realistic, mechanical, observant and planners. In general they like traveling; solving mechanical problems; designing efficient processes; anticipating needs and preparing to meet them; driving or riding; and moving things from one place to another.

Facility & Mobile Equipment	Collision Repair Tech	Aerospace Engineering &	Facility Engineer	
Maintenance	Tire Repairers	Operations Technician	Service Manager	
Health, Safety & Environmental Management	Highway Maintenance Worker	First Responder	Environmental Engineer Industrial Hygienist	
Logistics Planning & Management	Laborer		Industrial & Packaging	
Services	Production Clerk		Engineer	
Sales & Service	Customer Order & Billing Clerk Customer Service Rep	Cargo & Freight Agent	Marketing Manager Sales Manager	
Transportation Operations	Dispatcher Flight Attendant	Air Traffic Controller Ship Engineer	Airplane Pilot/Co-Pilot	
Transportation Systems/Infrastructure	Highway Maintenance	Aviation Inspector	Civil Engineer	
Planning, Management & Regulation	Worker	Motor Vehicle Inspector	Freight Inspector	
Warehousing & Distribution Center	Laborer	First-Line Supervisor/Manager	Storage & Distribution	
Operations	Packer	of Helpers	Manager	

Algebra II Geometry Advanced Bio Business Law Chemistry Computer Apps Desktop Pub/Web Design Electro-Mechanical Systems Environmental Science Spanish I, II, III, IV Employability Skills Pre-Building Trades Intro to Technology Mechanical Drawing Calculus Physics Power & Energy Pre-Calculus Individuals in Society Furniture & Cabinet Making Youth Apprenticeship

Class Officer Forensics National Honor Society Student Council Athletics Teen Court POPS SADD





People who study the liberal arts are sharpening their critical thinking and organizational skills. Liberal arts degrees are considered excellent preparation for careers in a variety of areas including business, journalism, education, law and the arts..

Majors in the Liberal Arts and Sciences provide pathways to a wide array of 21st century careers through preparation in such areas as knowledge of human cultures

and the natural world; critical and creative thinking skills; effective communication skills; intercultural knowledge and competence; and individual, social and environmental responsibility

Individualized Technical Studies	х		
Liberal Arts- Associate of Science	x		
Safety Engineering Technology	x		
Technical Studies – Journey Worker	х		
Anthropology		x	
Art History		x	
Economics		x	
Liberal Studies		x	
Political Science		x	
Psychology		x	
Anthropology			х
French Language and Literature			х
Liberal Arts and Sciences			х
Multi-Interdisciplinary Studies			х
Philosophy			х
Religion/'Religious Studies			х
Sociology			х
Theology			x

AP English	Geometry		
AP Calculus	Spanish I, II, III, IV		
AP World History	Chemistry	Class Officer	
Principles of Am. Business	Advanced Biology	Forensics	
Business Law	Physics	National Honor Society	
Calculus	Pre-Calc	Student Council	
Chemistry	Computer Apps	Athletics	
Yearbook	Intro to Art	Teen Court	
Sociology	American Problems	POPS	
Individuals in Society	Sociology	SADD	
Environmental Science	Intro to Technology Ed		

PRENTICE HIGH SCHOOL GRADUATION REQUIREMENTS

24 credits are required for graduation

GRADUATION REQUIREMENTS

English 9	1.0 credit
English 10	1.0 credit
English 11	1.0 credit
English 12 or AP	1.0 credit
U.S. History	1.0 credit
Civics	0.5 credit
Social Studies Elective	1.5 credit
Science 9	1.0 credit
Biology	1.0 credit
Science Elective	1.0 credit
Algebra I/General Math	1.0 credit
Math Elective	2.0 credit
Physical Education Elective	0.5 credit
Physical Education Elective	0.5 credit
Physical Education Elective	0.5 credit
Health	0.5 credit
Career Decision Making	0.25 credit
Personal Finance	0.5 credit

PRENTICE HIGH SCHOOL FOUR YEAR PLANNING GUIDE

GRADE 9	Credits
English 9	1.0
US History	1.0
Science 9	1.0
Math	1.0
Physical Education	0.5
Elective	
Credit total (6.5 or higher)	

GRADE 11	Credits
English 11	1.0
Physical Education	0.5
Career Discovery	.25
Social Studies Elective	0.5-1.0
Science Elective	1.0
Elective	
Credit total (6.5 or higher)	

GRADE 10	Credits
English 10	1.0
Biology	1.0
Math	1.0
Physical Education	0.5
Social Studies Elective	1.0
Elective	
Credit total (6.5 or higher)	

GRADE 12	Credits
English or AP	1.0
Personal Finance	0.5
Civics	0.5
Elective	
Credit total (6.5 or higher)	

COURSE LOAD REQUIREMENTS

Students in grades 9-12 are required to be enrolled in a minimum of six and a half (6.5) credits for each academic year.

Physical Education is required of all freshman, sophomores and juniors. This program may be modified upon request from the family physician and approval from the administration.

SCHEDULE CHANGE POLICY

Prior to the beginning of school in the fall, class changes will be approved by the guidance office. Prior to the beginning of second semester, class changes will be approved by the guidance office. A deadline earlier than the beginning of second semester classes may be established for second semester due to the fact that the students are in school. The only exceptions to this procedure are:

- 1. Seniors who need to adjust their schedule in order to graduate.
- 2. Teacher initiated changes based on student's academic needs or abilities.

PREREQUISITE PROCEDURE

Some courses indicate a **Prerequisite** in their description. These are required conditions to be eligible to take the course, but may be bypassed if the instructor believes the class is in the best interest of the student and is at an appropriate academic level for the student.

If parents disagree with the instructor's decision to enroll a student in a class, they may begin an appeal process. The course appeal team (teacher, student, parent/guardian, school counselor, and high school principal) will then discuss the decision. If a satisfactory agreement may not be reached, parents may contact the district superintendent

DISTANCE LEARNING COURSE INFORMATION

The Prentice School District is part of the Northern Wisconsin Educational Communications System (NWECS). Antigo, Ashland, Bayfield, Butternut, CESA 12, Chequamegon, CMN, Drumond, Gilman, Hayward, Hurley, LCOCC, Mellen, Medford, Mercer, Mosinee, Northland College, Northland Pines, NTC, Phillips, Rib Lake, St. Croix, South Shore, Superior, UW Barron County, UW Stout, UW Superior, and our school district are part of this distance learning consortium. This allows students more opportunities to take courses via distance learning.

A separate course description book will list all classes available to students and will be available during registration time to students. All scheduling for distance classes will be done with the school counselor.





~ART~

GRADES 9-12

INTRODUCTION TO ART, II, III

Introduction to Art is a year course in which you will be assigned units of study that enforce previous knowledge in art. The curriculum is based upon the art elements and principles of design in both 2-D and 3-D units. For each art element, you will create a work of art that shows mastery of line, shape, space, form, color, texture and value. You will learn to make critical judgments and evaluate works using the principles of design. You will be studying the visual arts from these four vantage points: Aesthetics is the study of art in our everyday life; Art Heritage is the history of the arts; Art Criticism is an understanding and appreciation of all art forms; Art Making using a variety of materials. Students will be introduced to the potter's wheel.

Prerequisite: None

Works will include techniques in blind contours, contour, gesture, cross-contour, rendering, tonal, hatching, cross hatching, refraction, caricature, collage, printmaking, design basics and color mixing. We will be working from still life's, models, photos, animals, landscapes, cityscapes, self-portraits, the figure and features, as well as from master works. Levels range from beginner to advanced. Materials will include a variety of drawing pencils, charcoals, conte, pen and ink, paints, pastels, colored pencils, mixed media, linoleum, along with a variety of paper size and texture.

Prerequisite: None Note: This course offered first semester

SCULPTURE, II, III, IIII	GRADES 9-12	0.5 CREDIT
This course will provide the stud students will explore both additive three-dimensional art. Students three-dimensional forms and will include ceramics, plaster, foam,	ent with a basic foundation for designing three ye and subtractive sculptures and both histor will use the elements and principles of desig I gain experience with a variety of sculpture p and metals.	ee-dimensional sculptures. Art ical and cultural uses of in in the area of projects. The units of study will
Prerequisite: None Note: This course offered second s	emester	
ADVANCED ART INDEPENDENT ART	GRADES 10-12	0.5-1 CREDIT

This course is for students who have taken a previous beginning Art class, and ranges from intermediate to advanced levels. Students will be given work in specific areas based on an individualized plan developed by the student and teacher. Advanced Art designs and builds the Musical Set, along with designing and painting school murals in addition to each individualized plan. **Prerequisite: A beginning Art class**

1.0 CREDIT

~BUSINESS & INFORMATION TECHNOLOGY~

ACCOUNTING I

Accounting is for the student who enjoys working with numbers, is not afraid of a little hard work, and is looking for a class with both personal and career benefits for the future. Accounting teaches the student how to keep business and personal records accurately, deals with cash and credit transactions, and introduces the student to small and large businesses. Students will also be exposed to computerized accounting.

GRADES 9-12

Prerequisite: None

Independent Study Available with teacher permission

ACCOUNTING II

Accounting II is a class designed for those students wishing to continue their study of accounting beyond the traditional one year class. Accounting II covers such areas as partnership accounting, departmentalized accounting, corporate accounting, cost accounting and much more. It also covers computerized accounting in more depth.

GRADES 11-12

Prerequisite: Accounting I Independent Study Only Dual Credit available through NTC.

Understanding personal finance is one of the keys to a successful future. Whether you decide to go to a four-year university, a two-year technical college or straight into the workforce after high school, you will be able to use the information from this class to help you build a successful future.

GRADE 12 ONLY

Prerequisite: None Graduation Requirement

PERSONAL FINANCE

EMPLOYABILITY SKILLS

This class is **REQUIRED for anyone interested in Youth Apprenticeship or School to Work.** This class will explore careers and help you begin planning for your future. These students will do this through the Internet, media, interviews and workplace observations. Students will learn many skills needed to be a productive member of a workforce. Topics to be included are human relations, safety, and mental and physical wellness.

GRADES 11-12

Prerequisite: MUST be enrolled in School to Work or Youth Apprenticeship.





0.5 CREDIT

0.5 CREDIT

1.0 CREDIT

0.5 CREDIT

YEARBOOK

Be in charge of creating your senior yearbook! Publishing the Buccaneer requires work beyond the classroom. Staff members are in charge of selling ads and other fundraisers in order to pay for and create the yearbook. Students will also learn photography and Photoshop skills. Prerequisite: Seniors Only.

GRADE 12

PHOTOSHOP (Dual Credit)

Dual Credit with NTC for 3 college credit. Students will learn use of Adobe PhotoShop for production of print and web images and image manipulation techniques including color/tonal correction, resolution and output issues. At the end of the course, students will be able to explain the position of PhotoShop in the print and design industry, utilize color space effectively, create composite images, utilize history and action palettes, utilize layers to control image construction, opacity/transparency, masks and adjustments, generate grayscale and color images, enhance images using filters and special effects and produce appropriate formats for print, web and multimedia use. Students must successfully complete all assignment packets with a B grade to receive dual credit from Northcentral Technical College. Anyone interested in graphic design, art, photography or marketing will benefit from this course.

Prerequisite: Seniors only. .

INTRODUCTION TO BUSINESS

Interested in marketing, management, economics, finance, accounting or international business? Do you
want to manage or start your own business someday? If you answered yes to any part of those questions,
then this is the class for you. We will explore all of these areas and more.

GRADES 9-12

Prerequisite: None

CAREER DECISION MAKING	GRADE 11	0.25 CREDITS
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This course is required to graduate, usually taken junior year, but may also be an option for transferring seniors. During this course, students will: assess themselves, explore careers, explore educational and training options, and create a plan and set goals. This course is directed to help students explore career interests that they may pursue after high school. Resume building, filling out mock applications, mock interviews, and a job shadow will be required. Offered Fall semester.

1.0 CREDIT

0.5 CREDIT

GRADE 12



~ENGLISH~

Four credits (4.0) of English are required for graduation.

BASIC ENGLISH	GRADE 9	1.0 CREDIT

Basic English is an introduction to high school English designed for students who have demonstrated that they have problems with basic reading and writing. The material covered will be similar to that in English I, but the pace will be slower, and more time will be devoted to working individually with students. For this reason, class size must be limited.

The course will begin with a unit on grammar. This will take nearly the entire first quarter, as students will be expected to have a good basic understanding in future English courses. The second quarter will shift to reading, both a novel and short stories. Reading comprehension will be checked, and all students will be required to read orally to check progress. During the third quarter, students will be assigned various papers, and will write an extensive research paper. Much individual help will be given during this unit. Following this, students will read two novels, <u>The Yearling</u>, and <u>Journeys</u>, and will write a comparison/contrast paper dealing with them. Finally, two oral reports will be given, one in place of monthly book reports, and the other a report on the research paper. Computers will be used to enhance learning opportunities.

Prerequisite: Selection by faculty only

ENGLISH 9	GRADE 9	1.0 CREDIT

English 9 is an introduction to high school English stressing grammar, usage, reading comprehension and writing skills. This course includes an extensive unit on grammar, where the parts of speech and sentence structures are covered thoroughly, and the students are introduced to phrases and clauses.

Much of the course is devoted to various forms of literature. Students will read a wide range of short stories from authors such as Jackson, Dahl, Bradbury, Vonnegut, Updike, and Cheever, several novels, including *Of Mice and Men* and *To Kill a Mockingbird*, and the drama of William Shakespeare, by acting out *Hamlet* or *Romeo & Juliet* in class. Emphasis will be on close reading and comprehension, and students will learn to make inferences, identify structure, note symbolism, and express theme.

Additionally, students will delve into composition. Multiple compositions will be assigned in conjunction with literature and historical/current events. Students will learn by trying various types of writing. Knowledge gained in this course, particularly in the areas of writing and usage, will prove to be extremely helpful in other classes.

Prerequisite: None

English 10 is a continuation of English 9 stressing grammar, usage, reading comprehension, and writing skills. Students will explore such themes as Choice and Consequences, Leadership, Mythology, Historical Fiction, and the Power of Persuasion. Each unit will include a variety of short stories, poems, and song lyrics. Required reading will include Lord of the Flies, Julius Caesar, and two choice novels. Emphasis will be on close reading and comprehension, and students will learn to make inferences, identify structure, note symbolism, and express theme.

Students should expect to write daily for multiple purposes and audiences. Several formal essays will also be required.

Prerequisite: English 9

ENGLISH 11	GRADE 11	1.0 CREDIT

This English requirement for all PHS students will cover literature and its historical context spanning from the 1607 founding of Jamestown to modern times. The Colonial, Revolutionary, Romantic, Realistic, Early Modern, and Modern Periods of Literature will be explored through discussion and a sampling of novels, short stories, poems, and dramas from the likes of Hawthorne, Irving, Poe, Emerson, Thoreau, Dickinson, Whitman, Crane, Lowell, Sandburg, London, Twain, Wilkins-Freeman, Perkins-Gilman, Hemingway, Thurber, Cather, Welty, O'Conner, Faulkner, Capote, Frost, Millay, Cummings, Hughes, Vonnegut, Bradbury, Asimov, Tan, Alexie, Wilder, and Miller, to name a few.

In addition to studying literature, students will engage in the composition of compare/contrast, analysis, and argument. Essay structure determined by purpose will be a focus of these composition units as well as a thorough review of grammar, usage, and mechanics skills. In addition to written essays, students will create *This Northwoods Life* podcasts as well as other audio and video projects.

Prerequisite: English 10 or Permission from Instructor. *If permission is granted to a sophomore, A.P. Language & Composition will be REQUIRED as a junior and A.P. Literature & Composition will be REQUIRED as a senior unless alternate permission is granted by the PHS English Department.

ENGLISH 12GRADE 121.0 CREDIT

First semester will focus on the development of speaking, verbal and nonverbal communication, and listening skills through individual presentations, group activities, and other projects. This portion of the course will provide students with 3 NTC English credits under the dual credit program. In order to receive the credits, students must pass with a C or better for the semester.

Second semester is designed to be a review of grammar and usage. A thorough discussion of at least one novel and a variety of writing assignments designed to help students in their future educational endeavors will also be included.

Prerequisite: English 11 AP English will fulfill this requirement *NTC Course: Oral/Interpersonal Communication 10-801-196

A.P. Language & Composition

GRADES 11-12

A.P. Language & Composition is a writing-heavy elective English course recommended for advanced students who are planning to go on to college. The course will include an advanced study of grammar and usage, a thorough discussion of at least one novel, a variety of writing assignments that facilitate an in-depth study of rhetoric. This course is designed to benefit students in future educational endeavors as well as to prepare for the A.P. Language & Composition Exam, where students can potentially earn college credits.

A.P. Language & Composition begins with an in-depth study of the rhetorical triangle: ethos, logos, and pathos-examining how communicators build credibility, tap into emotion, and logically construct arguments. In addition to learning to identify when communicators use rhetorical techniques, students in A.P. Language & Composition will learn to use such techniques themselves.

Since students have the potential to earn college credits in this class, the expectations and demands placed on students will be much greater than those in English 11 or English 12, and this may have an impact on grades as well. Students are reminded to consider this before they enroll. Requirements for taking the A.P. Exam will be determined on a student-by-student basis. It should be noted that the expectations and demands placed on students will be high.

Prerequisite: English 11, AP Literature & Composition, <u>and/or</u> Permission from Instructor *All students who take A.P. Literature & Composition as juniors are REQUIRED to take A.P. Language & Composition as seniors unless alternate permission is granted by the PHS English Department.

A.P. LITERATURE & COMPOSITION GRADE 11-12 1.0 CREDIT

A.P. Literature & Composition is an advanced elective English course that combines analysis of complex literature with articulate discussion and composition. This course is recommended for advanced readers who are planning to attend college. It will continue the advanced study of grammar and usage begun in A.P. Language & Composition and will include the in-depth analysis of as many as 10 novels, as well as a canonical sampling of drama, poetry, short stories, and alternative forms of fiction throughout the year ranging from classical to contemporary in nature. Some summer reading and composition may be required-a schedule will be distributed in May/June of the school year prior to enrollment.

In our readings, we'll identify and analyze structure, style, theme, figurative language, imagery, symbolism, tone, etc. Analytical and argumentative compositions will be regularly assigned. Students may be required to purchase several novels as thorough in-book annotation will be a required course element. Some novels may include: *The Grapes of Wrath, The Scarlet Letter,* and *The Old Man and the Sea.* Dramas may include: *Othello* and *Death of a Salesman.* Poets may include: "Beowulf" poet, Yeats, Eliot, Atwood, Plath, Walker, and Dao. Because of the anticipated small size of this course, flexibility and adaptation are to be expected.

As with A.P. Language & Composition, students who complete this course have the opportunity to take an A.P. exam and potentially earn college credits. Requirements for taking the A.P. Exam will be determined on a student-by-student basis. It should be noted that the expectations and demands placed on students will be high.

Prerequisite: English 11, A.P. Language & Composition <u>and/or</u> Permission from Instructor *All students who take A.P. Language & Composition as juniors are REQUIRED to take A.P. Literature & Composition as seniors unless alternate permission is granted by the PHS English Department.

DIGITAL NONFICTION COMPOSITION GRADE 11, 12, or APPROVAL BY INSTRUCTOR 0.5 CREDITS

In this unique, project-based composition course, a limited number of students can become team members who, together, will learn about styles and topics of documentary films, eventually conceiving, planning, shooting, editing, and marketing a high-quality, local documentary film. With guidance from the instructor, students will learn skills in photography and videography and how to edit in those mediums. In essence, students in this course are expected to engage in learning everything from pre-production to production and eventually post-production of documentary filmmaking.

Depending on the chosen film topic, students who enroll in this course should expect to occasionally attend events outside of regular school hours. Dependent upon the documentary topic, those in this course should be prepared to engage short excursions from school during the designated class period on a semi-regular basis.

Students considering this course need to understand that this project will be a creative, complex labor of love. We will rarely sit in desks and listen to a lecture.

NOTE: You may take one semester of this course (S1) for 0.5 credit or the entire year for 1.0 credit. You cannot take S2 only as the foundations of documentary filmmaking will be studied exclusively in S1.

COMPOSITION FOR MASS COMMUNICATION GRADE 11, 12, or APPROVAL BY INSTRUCTOR .50 CREDITS

This course carries on the tradition of publishing *The Snoop* online newspaper and, eventually, preparing a regular school newscast. In this course, we will begin by learning the basics of mass communication: understanding the purpose of mass communication, determining what is worthy of mass communication, and learning how best to compose for public interest and consumption. Students who enroll in this class must enjoy the challenge of writing, be willing to reach out to others to investigate and gather stories, and find joy in having others read and view their compositions. Essentially, this course will require students to be self-motivated and willing to leave the comfort of the classroom to "find the story." Students in this course must be adaptable to meet new technology and publication challenges as they arise in a time-sensitive, creative, and professional manner. In addition to writing, this course will include some work with photography, photo editing, videography, and video editing.

NOTE: You may take one semester of this course (S1) for 0.5 credit or the entire year for 1.0 credit. You cannot take S2 only as the foundations of mass communication will be taught exclusively in S1.

PHOTOGRAPHY I GRADE 11, 12, or APPROVAL BY INSTRUCTOR 0.5 CREDITS

This course uses the DSLR/SLR digital camera to build basic skills in students who have an interest in technical photography but have limited or no prior experience. Using a balance of all-class discussion, demonstration, and hands-on projects, this course will explore basic photography techniques and the aesthetic considerations involved in framing, lighting, choosing settings, shooting, editing, and sharing digital photography. Additionally, students will learn about the invention and history of photography.



~FOREIGN LANGUAGE~

Many 4 year colleges and universities require or strongly suggest a minimum of two years of foreign language. Check with your school counselor or individual colleges for specific information.

SPANISH I

GRADES 9-12

1.0 CREDIT

Knowledge of how to communicate in the Spanish language is becoming increasingly important in fields as far reaching as health care, business, the building trades, the food industry, farming and education. Spanish fluency also enhances travel experiences in Spanish speaking countries, whether for work or vacation.

Because of the importance of learning to communicate in Spanish, this course is designed to meet the diverse needs of all types of learners, including those who are preparing for college and those who will enter the work force directly after graduation from high school.

The desired learning outcomes for students in Spanish One are to understand basic spoken and written Spanish communication, to be able to speak Spanish with correct pronunciation and to learn about Hispanic culture as it relates to today's world. All students in grades 9-12 encouraged to enroll in Spanish I. (Credit: 1)

Prerequisite: None

 SPANISH II
 GRADES 10-12
 1.0 CREDIT

Spanish II continues to prepare students for a future in which the ability to communicate in Spanish will open doors of opportunity to effectively work with Spanish speaking people and to serve Spanish speaking customers in many fields of work. Spanish fluency will also enhance travel experiences in Spanish speaking speaking countries, whether for work or vacation.

Spanish II students will continue to improve their reading, writing, listening and conversational skills as well as their knowledge of Hispanic culture. All high school students who have completed Spanish I are encouraged to enroll. Students who plan to enroll in college and have completed Spanish II are encouraged to seek retroactive college credit for their high school Spanish language experience. Previous students have been awarded up to 8 free retroactive college credits for the knowledge gained in Spanish 2.

Prerequisite: Successful completion of Spanish I

SPANISH III

GRADES 11-12

Spanish III offers students the opportunity to improve their skills as Spanish speakers, which in turn can open doors to future careers and travel experiences. Students continue to build Spanish fluency through speaking, listening, reading and writing in Spanish. All students who complete Spanish II are encouraged to enroll in Spanish III. Students who plan to enroll in college and have completed Spanish III are encouraged to seek retroactive college credit for their high school Spanish language experience. Previous students have been awarded up to 14 college credits for the knowledge gained in Spanish 3.

Prerequisite: Successful completion of Spanish II

SPANISH IV	GRADES 11-12	1.0 CREDIT

Spanish IV builds on the Spanish Language fluency skills that students gained in Spanish III for the purpose of communicating with Spanish speakers in future careers and travel experiences. Students continue to build Spanish fluency through speaking, listening, reading and writing in Spanish. All students who complete Spanish III are encouraged to enroll in Spanish IV. Students who plan to enroll in college and have completed Spanish IV are encouraged to seek retroactive college credit for their high school Spanish Language experience. Previous students have been awarded up to 14 free retroactive college credits for the knowledge gained in Spanish 4.

Prerequisite: Successful completion of Spanish III

~HEALTH~

This half-credit (0.5) Health course is required for graduation, but is generally taken during 8th grade.

HEALTH

GRADE 9

0.5 CREDIT

Health 9 is a beginning health class which introduces a variety of health related topics such as drug education, environmental issues, disease, safety and first aid, physical fitness, nutrition, and a basic understanding of the human body. Students will gain a basic knowledge of current health-related issues. Some of these issues will concern the student's everyday life and decisions. The class will give the student an opportunity to express himself on a number of current events related to the health field. This course is required by state mandate and is normally completed in grade 8 without high school credit. A student not completing this course in grade 8 will have to complete it in high school.

Prerequisite: None



NOTE: You may take one semester of this course (either S1 or S2) for 0.5 credit or the entire year for 1.0 credit.

HOUSING AND INTERIOR DESIGN

and meal planning for a family will be covered.

Learn about different types of housing and the elements and principles of design. Students will design their dream house as well as testing our being a designer for hire, and putting together designs for a client. An introduction to the wide variety of housing available to today's consumer is provided in this course. Specific instruction is included in determining housing needs, selection of the best housing to meet those needs, and the important fields of financing and protecting one's investment in property through insurance. A historical view of home styles and basic home construction/systems will be explored. Semester 2 will be a thorough study of principles and elements of design and will proceed the designing of floor plans and wall elevations for a hypothetical family's home. Projects will include kitchen design, decorating the home along with furniture and appliance selection.

GRADES 10-12

Prerequisite: None

ADVANCED BAKING & PASTRIES

Taking cakes and cookies to the next level. Learn the essentials of making delicious and beautiful pastries and baked goods. This course will be an expansion of the Foods and Nutrition class and the Family Foods class. Some of the topics to be covered:

Culinary arts Foodservice careers Advanced cooking techniques Nutrition and wellness

FAMILY AND CONSUMER EDUCATION



GRADES 10-12

This course deals with the "real game of life." Some of the topics to be covered will be family life

0.5 or 1.0 CREDIT

0.5 CREDIT

0.5 CREDIT

GRADES 10-12

Technolog



FAMILY LIVING

Prerequisite: None

styles across the globe, the family life cycle, dating, love vs.infatuation, dating violence and teen pregnancy. Family finances concerning renting, meal planning and unplanned pregnancy will be discussed. Semester two will include The "real game of life" concerning mate selection, marriage, child rearing, middle age, aging and death will be explored. Projects involving the improvement of communication skills and handling marital and family crisis will be assigned. Family finances concerning buying a home, raising children

Nutrition throughout the life cycle Special diets Shopping for food Food and culture Consumer food issues: Fact vs. Fiction Meal preparation

Prerequisite: Foods and Nutrition, Family Foods

ADVANCED FOODS	GRADES 10-12	0.5 CREDIT
Take your cooking skill to the next	level by learning the purpose of different	ingredients and what they do in
foods. Students will learn about e	gas, foreign foods, American regional foo	ds. stocks. soups and sauces.

Prerequisite: Family Foods and Foods and Nutrition Prerequisite

FOODS AND NUTRITION

and creative cooking.

Basic survival skills in nutrition and food preparation will be studied. Nutrition education will help students understand how eating correctly affects their lives. A variety of foods and meals will be prepared. How to select and prepare food while keeping your health in mind. Students will prepare balanced meals and snacks, modify recipes and form an understanding of the nutritional needs of our bodies.

Prerequisite: None

GRADES 9-12 FAMILY FOODS 0.5 CREDIT

Family Foods is the course to take if you plan on cooking for your family. Students will learn about canning foods that are grown in the garden, as well planning and eating healthy meals. Students will also learn about the six types of cookies. This class will focus on meal planning, budgeting, and shopping decisions. Students will also plan and prepare meals made in a microwave oven.

Prerequisite: None

GRADES 9-12

PARENTING AND RELATIONSHIPS

Learn the importance of healthy relationships, parenting styles and how to care for children birth adolescence.

Prerequisite: None

0.5 **CREDIT**

GRADES 9-12

0.5 CREDIT

CHILD DEVELOPMENT

GRADES 9-12

Child Development is an elective course recommended for students that are interested in the field of education, owning a daycare center, or becoming a parent. The history of parenting, conception and pregnancy, guiding a child's behavior, teen pregnancy, and birth defects are some of the topics covered during this semester course. If you are interested in becoming a teacher, day care center operator, or a parent someday this course will provide you with skills to improve your guidance and relations with children. The miracle of labor and delivery will be explored. Physical, mental, social and emotional development of infants, toddlers, preschoolers, and school age children will be observed and studied. Topics such as child abuse, special needs children, autism, discipline, and multiple births will be discussed. This course is ideal for anyone looking to work with children (future teachers, social workers, counselors, etc). We will go through the developmental stages and apply our knowledge to future careers.

Prerequisite: Parent and Relationships Prerequisite

CLOTHING (I & II)

GRADES 9-12

0.5 CREDIT

The students in Clothing I would spend quarter 1 learning the basics and all making the same project, probably pajama pants. Then in the second semester they would have to select 2 choice projects that they make for their grade. Clothing II students would have already taken the basics so they would spend the semester "earning their points". So I would have a list of what they could make and how many points those projects would be worth. It gives them the freedom to make something they would actually want. This would be if we could get some sewing machines of course.

Prerequisite: none







MATHEMATICS

Three credits (3.0) of Mathematics are required for high school graduation. Courses that fulfill this graduation requirement are General Math, Algebra I, Geometry, Algebra II, and Pre-Calculus and Calculus.

Most 2 and 4-year colleges and universities and many post-graduation career programs require a MINIMUM of three years of mathematics, with four years HIGHLY recommended, which MUST include Algebra I, Algebra II, and Geometry.

BASIC MATH	GRADE 9	1.0 CREDIT

Basic Math is a course designed to help the student master basic arithmetic process through percentage. This course is available only by the recommendation of the teacher and the guidance department.

Prerequisite: None

PRE-ALGEBRA	GRADE 9	1.0 CREDIT

The main purpose of this course is to develop individual skills to the point where the student is competent in basic math. The course covers addition, subtraction, multiplication and division of whole numbers, decimals and fractions, solving equations and graphing. This class is usually taken in the 9th grade by those who need a review of basics before beginning Algebra.

Prerequisite: By permission only

ALGEBRA I GRADES 9-12 1.0 CR	EDIT
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In general this course is required of all freshmen. It is particularly important for those students who plan further math studies or who plan to go to a technical school or college. Students learn operations with positive and negative numbers and fractions, how to use variables, how to solve equations and inequalities. The idea of functions is introduced along with graphing straight lines in the plane. There is some work with simple polynomials and factoring. Algebra I is meant to introduce the student to a serious study of mathematics.

Prerequisite: None Required for graduation – Substitution only by approval Those students who complete Algebra I in grades 8 or 9, must take Geometry the following year. Properties of points, lines, planes and other geometric figures are studied. Students will learn how to prove statements in geometry, and also learn practical applications of geometric properties such as area and volume formulas for many geometric figures. The training in logical reasoning is always useful, and it is also important to know basic facts about geometric figures for use in everyday life.

Prerequisite: Algebra I

ALGEBRA II	GRADES 10-12	1.0 CREDIT

This course picks up where Algebra I leaves off. Equation solving is extended to polynomials of second degree and higher, and to systems of equations. There is more work on the concept of function and on graphing in two and three dimensions. Also studied are sequences and series, properties of radicals, complex numbers, the conic sections and logarithms. Trigonometry is studied for the last nine weeks. This course begins to give students the mathematical tools needed for any technical studies at college or technical school. Competency at this level of mathematics is now required for the granting of a degree by some colleges.

Prerequisite: Algebra I and Geometry, but may be taken concurrently with Geometry

CALCULUS (DUAL CREDIT)	GRADES 11-12	1.0 CREDIT
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Calculus will cover the same topics in various degrees of difficulty. It starts with a review of coordinates and graphing of lines and circles. Then some time is spent on functions and limits. Four chapters are spent on the most important topics in calculus: differentiation and integration (and their applications). Logarithmic and exponential functions are studied, as well as inverse trigonometric functions with the goal of learning how to differentiate and integrate them.

This is an essential and advantageous class for students who are college-bound and are pursuing mathematics. It is equivalent to the first semester of college calculus, but is taught in one year. This is a dual credit course with NTC. Students that pass this course with a C or better for the year will receive 4 NTC math credits, which transfer to all UW system colleges as college level Calculus 1.

Prerequisite: Algebra II *NTC Course: Calculus I 10-804-198

TRIGONOMETRY WITH APPLICATIONSGRADES 11-121.0 CREDIT(DUAL CREDIT)1.0 CREDIT

This course prepares a student for college level math - calculus, in particular. A student who completes this course should be able to continue a calculus sequence during his/her first semester in college. It begins with an introduction to logic, and then develops the fundamental properties of the real number system using the deductive method. Trigonometry is reviewed in this course. Also studied are vectors, complex numbers, and polynomial functions. An introduction to calculus gives the student a background in using limits and simple derivative and integral problems. Any student planning to study mathematics or some branch of science or technical studies should take care of this course. This is a dual credit course with NTC. Students that pass this course with a C or better for the year will receive 3 NTC math credits, which transfer to all UW system colleges as college level Trigonometry with Applications. **Prerequisite: Calculus *NTC Course: 10-804-196**



~MUSIC~

BAND

GRADES 9-12

1.0 CREDIT

Band is open to any high school student, who has the desire to play an instrument and use creative skills. Although students usually learn to play an instrument during the elementary school years, any high school student has the ability to learn to play an instrument.

The Prentice Band Program consists of the following groups:

CONCERT BAND - Performs at concerts and programs during the school year, and also performs with conference schools at the Large Group Music Festival each spring.

MARCHING BAND - Performs in area parades such as the Prentice Progress Day Parade and the Ogema Christmas Tree Festival Parade.

PEP BAND - Performs at home varsity football games and boys' and girls' basketball games. The pep band also performs at Madison if one of the basketball teams makes it.

JAZZ BAND - Performs at concerts and programs during the school year. It may perform at the Conference Solo/Ensemble Festival each spring.

OTHER ENSEMBLES are organized as needed for musicals or for performing at special occasions.

Prerequisite: None.

CHOIR

GRADES 9-12

1.0 CREDIT

Choir is open to any high school student with a desire to sing and learn literature from all eras of musical history. There are five required concerts: Veteran's Day Program, Christmas Concert, POPS Concert, Spring Concert and Marawood Conference Choral Festival. There are extra opportunities including the school musical cast and crew (cast requires audition), Glee Club "Imprint" (requires audition), anthem choir, solo & ensemble, community recital, trips to live concerts/musicals and more.

Proper breathing technique, posture, diction, stage presence, and music reading skills are emphasized in this course. Students will also study different composers and styles of music. Students will learn to work together as a group to attain certain goals. This class will provide a sense of pride not only for the school but also for all students involved. Students will leave Choir with the skills to continue in music education after graduation.

Prerequisite: None

This general music course is for anyone grades 9-12 who demonstrates interest in music. No musical background is needed. During this course you will become an ethnomusicologist and study music from all corners of the world including China, Cuba, Russia, Africa, and Australia. Students will be expected to learn music from listening examples and relate to the world around you.

Prerequisite: Students will need to provide blank cassettes and/or CDs.

MUSIC EXPLORATION II	GRADES 9-12	0.5 CREDIT
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This general music course is for anyone grades 9-12 who demonstrates interest in music. No musical background is needed. During this course you will become an ethnomusicologist and study music from all corners of the world including China, Cuba, Russia, Africa, and Australia. Students will be expected to learn music from listening examples and relate to the world around you.

Prerequisite: Music Exploration I and students will need to provide blank cassettes and/or CDs. This course is offered in 2014-2015, Semester II.

PRACTICAL MUSIC THEORY I	GRADES 9-12	0.5 CREDIT
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This non-performance general music course introduces the musician and non-musician alike to the basic building blocks of music: rhythm, melody, key, scales, chords, and harmony. Students will learn to recognize these principles and apply them eventually to the piano.

Prerequisite: Any student with band or chorus experience may enroll. While basic piano skills can be helpful, they are not required.

PRACTICAL MUSIC THEORY II	GRADES 9-12	0.5 CREDIT
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This course continues from Practical Music Theory I with more complex applications of harmony, composition, and piano proficiency skills. Other music-related subjects such as conducting, musical score reading, and college preparation are also presented based on the interests of the class.

Prerequisite: Must have completed and passed Practical Music Theory I.

~PHYSICAL EDUCATION~

One and a half Physical Education credits (1.5) are required for high school graduation.

The emphasis of each class is to enhance a physically active lifestyle. Students will be introduced to a wide variety of activities, and they will receive instruction on how to develop the basic skills in each. The purpose of the curriculum is to teach students the importance of being physically active, as well as how to develop and maintain an active lifestyle.

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The focus of physical education is developing lifetime fitness and a healthy, active lifestyle. In addition to participating in a wide variety of fitness activities, the freshmen will learn how to line dance. Activities that may be offered during freshman physical education include some lifetime leisure sports and activities, and team sports.

Prerequisite: None Required for graduation.

SENIOR PHYSICAL EDUCATION	GRADE 12	0.5 CREDIT

Seniors who wish to remain active during their school day should consider this elective. Activities include highly competitive team, individual, lifetime, and challenge activities. Students select activities as a class based on individual interests

TEAM SPORTS GRADE 10-12 0.5 CREDIT

Education requirement. This class will focus on team building, competition, lifetime activity, and sportsmanship through team sport activities. Some activities covered in this class will be basketball, volleyball, soccer, speedball, ultimate Frisbee, floor hockey, and flag football.

INDIVIDUAL/DUAL SPORTS	GRADE 10-12	0.5 CREDIT

This class will focus on sportsmanship, competition, recreation, and lifetime skills through individual sport activities. Students will cover rules, strategy, knowledge, and skill in badminton, cross country skiing, ping pong, tennis, pickleball, archery, individual fitness and golf.

STRENGTH AND CONDITIONING **GRADE 10-12** 0.5 CREDIT

This class will focus on fitness components, proper weight training techniques, and lifetime physical fitness. Students will learn basic anatomy, health, and physical fitness through activities in this class. Students will participate in weight training, aerobics, fitness walking, running, and other fitness activities. Students will learn to set goals and develop fitness programs.

***ALL P.E. CLASSES FULFILL REQUIREMENT







~SCIENCE~

Three credits (3.0) of science are required for high school graduation. Physical Science 9 and Biology are required courses for all students.

Most 4-year colleges require three (3.0) credits of science (Physical Science, Biology and Chemistry.) Advanced science credits such as Physics are recommended for some majors.

Science 9 **GRADE 9** 1.0 CREDIT

Science 9 is a freshman science course covering topics that were not covered in Science 8. This course is required for graduation for all freshmen. The following topics are covered in this course: basic chemistry from atomis and molecular structure to chemical reactions and compounds, waves leading into sound and light, electricity, electromagnetism, study of the Earth from core to crust and plate tectonics, study beyond our atmosphere to include our moon, planets, stars, and galaxies. This course involves a great deal of lab work to develop lab skills and better understand science while forming a building block for future science courses. This course will help students become aware of the importance of physical science in daily life.

Prerequisite: None Required for graduation.

BIOLOGY **GRADE 10 1.0 CREDIT**

This course is required for graduation for all sophomores. The purpose of biology is to give students an understanding of living organisms and the fundamental principles that govern their existence. Topics include the chemistry of life, cells and cell division, DNA and genetics, ecology and populations, and human impacts on the earth. This course involves a great deal of lab work to develop lab skills and better understand science while formatting a building block for future science courses. This course will help students become aware of the importance of biological science in daily life.

Required for graduation

ADVNANCED PLACEMENT BIOLOGY

GRADE 11-12 AP Biology is intended to replace the equivalent of a first year college biology course. The class requires a standardized national exam taken at the end of the class at the student's expense. Depending on your test score, colleges grant credit based on their guidelines. The class covers fundamental biological concepts, plant and animal biology and ecology. This is a fast paced class requiring study and work outside of class. The reward for doing well in this class is possible college science credit that all college students will be required to have. This class is recommended for those students serious about college who would like the opportunity to earn science credit in high school. Prerequisites are a minimum of a "B" in both Biology and Chemistry.

1.0 CREDIT

PHYSICS

CHEMISTRY

matter. Unit topics include measuring and calculating, matter, atomic structure, electron clouds and probability, the periodic table, chemical formulas, the mole, chemical reactions, periodic properties, typical elements, chemical bonding and molecular structure. Numerous labs accompany most chapters which help to clarify the material. In the fourth quarter, students will be involved in a qualitative analysis for 2-4 weeks during which they are in the lab every day.

Chemistry is a one-year course which serves as a good introduction for those students planning to take chemistry in college. Chemistry is concerned with the relationship between structure and properties of

Prerequisite: Algebra I, and two years of Science. Also, may be taken during the corresponding year with Biology if received a B or better in Science 9.

Physics is a full year course which provides an understanding of how the physical world around us really works. Topics covered include the following: motion, energy, sound, light, electricity, magnetism, and relativity. Anyone planning to attend college should take this course in order to be competitive. The course

Prerequisite: Algebra I and two years of Science

GARDENING (SUMMER CLASS) GRADES 10-12 0.5 CREDITS

This course will meet in the summer months of June, July, and August for 129 hrs or 16.1 eight hour days to earn one science credit based on the current schedule. The summer months will allow us to see the plants grow from seeds and seedlings to maturity when we harvest the fruits or vegetables grown. This class will involve a lot of hands-on learning. Students will learn how to prepare the soil which includes composting, setting up planting areas, planting plants, taking care of the plants to meet their needs with nutrients and water, and getting rid of weeds and pests. Students will take home their share of vegetables at the end of each class meeting or week when produce is available for their family to consume or to donate their share to the food pantry. Students will learn how to harvest and preserve the food through techniques such as root cellar storage, fermenting, canning, drying.

Requirement: Any high school student interested in having fun learning how to garden, a lifelong skill and is willing to do manual labor to grow and harvest plants while dealing with the outdoor elements such as rain, sunshine, and bugs, etc. (Credit: 1)

Class limited to 8 willing students.

ENVIRONMENTAL SCIENCE

In environmental studies, we will look at "hot" environmental issues, and attempt to unravel the nature or causes of these problems and what we can do about it to help ease the problem. The first semester involves water quality/ecology, wildlife management with the white tail deer, endangered species, and finishing off with predator and prey relationships with wolves.

GRADES 11-12

GRADES 11-12

1.0 CREDIT

1.0 CREDIT

1.0 CREDIT

GRADES 11-12

is geared to the needs and desires of each individual class.

Credit hours: Normally for a student during the normal school year earning a credit would put in

- 43 minute class X 180 days = 7740 minutes or 129 hrs for one credit or 16.1 eight hour days

- The majority of the days are 4hrs days with some full 8hrs days for field trips. **See the proposed calendar**.

Note: What if I am gone for a week for a family vacation? This is only a problem if you don't talk to me with a plan to make up the hours missed.

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~SOCIAL STUDIES~

Three credits (3.0) of Social Studies are required for high school graduation: U.S. History (1.0 credit) and Civics (0.5 credit) are required for graduation.

Civics is an introductory course in the field of Social Studies, designed to give the student foundation knowledge in the areas of citizenship and public responsibility. Through a structured format of discussion and activities we will investigate the various levels of government which regulate our society, address the role of good citizenship in the home, school and community, and

GRADE 12

explore our economic system and our responsibilities as a contributing member of our society.

Prerequisite: None

UNITED STATES HISTORY

CIVICS

US History is an introductory course of study which follows the chronological development of the United States. We investigate the social, political, and economic forces which shaped our nation and our history. While a brief review of pre-Civil War events is included, the emphasis is placed on the post-Civil War periods. Units of study include: Imperialism, The Roaring 20's, two World Wars, the Cold War and the Civil Rights Era.

Prerequisite: None

WORLD HISTORY

This is a social studies course introducing students to the history of many civilizations and peoples. This course begins with the early prehistoric people and concludes in the 19th century. The geographic areas of these civilizations include Asia, Africa, Europe and the Americas. Reading comprehension and research skills are important in World History, since the course requires book reports. Essay questions are an important part of each chapter test.

Prerequisite: U.S. History

This geography course covers much of the world, including the United States. Each unit involves the structure of a textbook and the flexibility of self-directed projects. While working on the unit projects the student will explore the 5 themes of geography: location, region, movement, place and human environment.

GRADE 10-12

Prerequisite: None

GEOGRAPHY

0.5 CREDIT

1.0 CREDIT

1.0 CREDIT

GRADES 10-12

1.0 CREDIT



nment & Public *dministration*

GRADE 9



SOCIOLOGY

Sociology introduces the student to the study of human groups. Through the use of the various methods of sociology, topics like language, marriage, culture, and structure of societies are covered. Tribes and societies around the world are studied, as are subcultures in America.

Students explore aspects of population density, war, crime, marriage, immigration, mob behavior, riots, and similar topics from the standpoint of how these develop or occur in different societies.

Prerequisite: U.S. History or Advanced U.S. History

PRINCIPLES OF AMERICAN BUSINESS	GRADES 10-12	0.5 CREDIT
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Principles of American Business is a one-semester course introducing students to the American Free Enterprise System. The emphasis is on practical, common sense explanations of how the U.S. trade system works. The course covers money, credit, banking, competition, and other areas of economic activities.

Prerequisite: U.S. History

MODERN WORLD HISTORY

Students will study major turning points that shaped the modern world, from post WWII through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

GRADES 11-12

Prerequisite: U.S. History or Advanced U.S. History

INDIVIDUALS IN SOCIETY	GRADES 11-12	0.5 CREDIT

Individual in Society is a course designed to help students explore why humans behave as they do. Students in part are graded on written papers, class projects and discussions. In the first section of this class, students will investigate the process of learning. Emphasis will be placed on how we learn and on ways each individual can become a more efficient student. Using learning as a foundation, the student will study popular theories of how people "grow up." This information, through discussion, is applied to everyday situations of the student.

Prerequisite: U.S. History or Advanced U.S. History

GRADES 11-12

0.5 CREDIT

Advanced Placement World History is an elective course for college bound students. Through AP, a student has the opportunity to study at the collegiate level and earn college credit while still in high school. This course is a comprehensive review and in-depth study of World History designed to prepare the student for the Advanced Placement Exam offered by the College Board each spring. Please understand, college credits are directly dependent upon your AP exam score. Since AP World History is designed to be the equivalent of a college level introductory course, the expectations and demands placed on students are substantial and may have an impact on grades. Students are reminded to consider this before requesting enrollment in the class. All students taking the course are required to take the exam unless an administrative exemption is granted. Students are expected to pay for the exam.

Prerequisite: Concurrently taking AP English

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~TECHNOLOGY EDUCATION & ENGINEERING~

COMPUTER ASSISTED DRAFTING (CAD) GRADES 10-12

<u>Mechanical Design</u>

Interested in engineering or design as a career? Do you like working with computers? If so, then Computer Drafting and Design (CADD) class is what you need. With the Autodesk Inventor program, you can design 3D models of complex parts, find their engineering properties, and create dimensioned detail drawings. Then, you can combine the parts into assemblies along with standard components from a built-in library. Assemblies can be animated to study their motion and to check for part interference.

Prerequisite: None

COMPUTER ASSISTED DRAFTING (CAD) GRADES 10-12 0.5 CREDIT

Architectural Design

This course introduces basic drafting and design practices used in residential and light commercial buildings. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. The course will use Inventor Architectural Revit software to develop projects that include a cabin, residential home, small office building, a dream home and a set of working drawings of the students own home.

Prerequisite: None

INTRODUCTION TO TECHNOLOGY	GRADES 9-12	1.0 CREDIT
EDUCATION		

This is an introductory course which provides the student with a broad understanding of industry to help the student choose a further area of specialization. The units that will be covered are drafting, CAD, woodworking, sheet metals, welding, foundry, mass production and research and development. Hand and power tools will be used in order to complete projects and practice exercises required throughout the course. The course will cover general safety and career explorations as well. This course is a prerequisite to most other Technology Education courses and is open to all students at any grade level.

Prerequisite: None

INTRODUCTION TO ENGINEERING DESIGN GRADES 9-12	1.0 CREDIT
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This is a Project Lead the Way course that teaches problem-solving skills. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software and hands-on experience. This class will introduce any high school student to the field of engineering, and prepare them for future PLTW courses, technical school or a four-year college. If designing and engineering a project is something you have been thinking about, this is the class for you!

Prerequisite: None









0.5 CREDIT

This is a Project Lead the Way course that explores technology systems and manufacturing processes. It also addresses the social and political consequences of technological change. This class continues to lead a student to the field of engineering and prepare them for future PLTW courses, technical school or a four-year college. Prepare yourself for the real world and an exciting adventure into engineering.

Prerequisite: None

DIGITAL ELECTRONICS	GRADES 9-12	1.0 CREDIT
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This course will introduce students to the concepts of digital electronics and applied logic. Students will learn how to design, build, test and troubleshoot electronic circuits and projects. Through theory and practical hands-on experience, students will explore the following topics: Fundamentals of Electronics, Logic Gates, Programmable Logic Devices, Boolean Algebra, and Microprocessors. Students will have the opportunity to design and build their own electronic projects.

Prerequisite: None

MACHINE WOODWORKING

Machine Woodworking introduces students to the various kinds of woods used in industry and offers
experience in using selected woodworking tools. Correct and safe use of tools and equipment is
emphasized. Students will design and construct one or more projects and develop skills to safely use
power tools in the workshop and become familiar with various kinds of wood-finishing materials. This course
uses curriculum from NTC in order to receive dual credit.

GRADES 10-12

Prerequisite: Recommended Introduction to Technology Education Dual Credit available through NTC.

<u>SMALL ENGINE</u>S

This course will provide students with the opportunity to learn how to service and recondition small engines, typically emphasizing two and four-cycle engines. The students will troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power and overhaul tools; and read and interpret service manuals and parts' catalogs. Lab will include lawn mowers, tractors, tillers, power tools, etc.

GRADES 9-12

Prerequisite: None

WELDING

A variety of welding skills will be taught including soldering, brazing, gas welding, arc welding, wire welding or MIG, and aluminum welding using TIG. Print reading, cutting and preparing the metals for fabrication will be incorporated into this project based course. This would be a great class for starting a career in welding or just for repairs around the home. This course uses curriculum from NTC in order to receive dual credit.

GRADES 10-12

Prerequisite: Recommended Introduction to Technology Education

Dual Credit available through NTC.

GRADES 9-12

1.0 CREDIT

0.5 CREDIT

0.5 CREDIT

MACHINE SHOP I & II

Machine Shop I

Machine Shop is an introductory course in the use of various tools and machines in the metal-working lab. The students will be involved in making projects on these machines: Computer Numerical Control (CNC) mill. Metal lathe, drill press, vertical and horizontal mill, tool grinder, and metal cutting band saw. They will be engaged in the use of hand tools, sharpening bits, and other basic operations of a machine shop. The students will be able to read blueprints and measure accurately.

Prerequisite: Recommended Introduction to Technology Education

Machine Shop II

Machine Shop II is a secondary course in the use of machine tools. This class will deal with students wishing to gain greater knowledge in this area. Students will be working on complex machining problems on the lathe or milling machines, as well as basic programming and machining for computer assisted machining on both lathe and mill. This course is designed to give students a basic level job skill in the machine tool area.

Prerequisite: Machine Shop I

FURNITURE & CABINET MAKING	GRADES 11-12	0.5 CREDIT
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This course will provide students with experience in constructing cabinets, cases, furniture and other interior woodwork. Students learn to distinguish between different types of furniture construction and their appropriate applications and how to use various woodworking machines and power tools for cutting and shaping wood. Job planning, organizing and preparation will precede the construction of a major cabinetmaking project. This course is a self-paced independent class that will be offered second semester during Machine Woodworking class. It will be available only under certain circumstances-ask instructor for more info.

Prerequisite: Machine Woodworking

GRADES 11-12

2.0 CREDIT

BUILDING TRADES/METAL FABRICATION

*Building Trades will take place first and fourth quarters and Metal Fabrication will be taught second and third quarters.

This lab course can be taken as a two hour course or can be broken up into separate hours. It will utilize major construction projects (possibly off campus) to reinforce the concepts of residential building construction. Units to be covered will include rough framing, roofing, electrical, drywall, and finish carpentry. Other projects may include construction of small sheds and buildings, garages, decks, etc. Students will be exposed to the technical aspects, techniques, and skills required in the construction field. Safety, business practices/ethics, and career opportunities will be part of the curriculum.

The Metal Fab course is designed to allow the student to design and fabricate metalworking projects. The class will include fabrication of metal projects using; welding, foundry, machining, sheet metal work, CAD,

and CAM. This would be a great course for students interested in advancing their skills in any of the metalworking areas.

Prerequisite: Machine Woodworking, Welding, Machine Shop

MENTOR PROGRAM

The mentor program is done on a volunteer basis. Mentors are juniors or seniors in good academic and behavior standing. High school students will be paired with elementary and middle school students to form a positive relationship and to help students in need with academics and social skills.

Mentors must complete training with the school counselor in August. Students will be closely monitored and must keep a weekly log. An entry must be made into the log every week. High school students will meet with the school counselor monthly to discuss how things are progressing. Mentors will also be required to attend three board meetings and present at one of them during the school year.

The goal of this program is to help meet the needs of students who may be struggling academically or socially. It is important that the student attends school on a regular basis. The younger students involved need stability rather than inconsistency. This program requires that mentors meet with their mentees weekly for 20-30 minutes per visit.

Prerequisite: Acquire prior approval from guidance, the teacher involved, enrolled in 6 credits of other courses, and have the necessary credits for graduation (if a senior or junior).

TEACHER AIDE

A student is able to learn while he/she earns a half-credit as teacher aide for a specific class hour of the school day. Assignments include assisting a teacher (for example, shop, home economics, IMC, etc.) with preparing bulletin boards, filing, typing lists, running errands within the building, setting up labs, clean-up, assisting students, etc. The student must have a positive attitude, be able to work independently, follow teacher instructions closely, assume responsibility, and show initiative. This is a great opportunity to get some work experience. An application form must be completed and signed by the teacher and student, and approved by the school counselor and high school principal prior to the first class.

. Prerequisite: Acquire prior approval from the school counselor, the teacher involved, the high school principal, must be enrolled in 6 credits of other courses, and have the necessary credits for graduation (0.5 credit for the school year)

INDEPENDENT STUDY PROGRAM

This program is available to students who wish to pursue a particular subject in order to increase their knowledge and competence in that field. This program requires the students to work largely on their own, however with regular consultation with a supervising teacher who monitors the student's progress. The student will prepare assignments and projects and turn them into the instructor to be corrected. Students are expected to progress at their own pace but do have to meet specific expectations that are detailed on an independent study form before the course is approved. This form must be completed jointly by the teacher and student and approved by the school counselor and the high school principal prior to the first class.

Prerequisite: Student must be enrolled in a minimum of 5 1/2 credits excluding independent study course. Credit: 0.5 credit per course

ADVANCED PLACEMENT

Advanced Placement (AP) is a program which originated with the College Board and Princeton University. Through AP, the College Board developed course curricula which would provide able students with academic challenge and college level material and preparation. With AP courses students can earn actual college credits (at most universities) while still attending their local high school. However, collegiate recognition of those credits is solely dependent upon AP Tests prepared by the Educational Testing Service and taken, in May, by the student. Those students with acceptable scores are accorded college credits based on their test performance and criteria established by the individual university they plan to attend. Presently, about 90% of the universities in the United States accept AP credit.

The advantages, to the students capable of AP level work, are multiple. Whether you choose to take the AP test or not, your high school transcript will reflect your pursuit of the highest level of academic challenge available. This is viewed favorably when college admission is being considered. Those, who successfully complete the AP exam, receive college credits (usually between 3 and 8 credits) without the cost of tuition, books or the use of valuable time. Finally, AP students can be confident they are well prepared for college level work. The district will subsidize the cost of the AP exams as follows: The first AP exam is paid for, in full, by the student. Cost of subsequent exams, taken during the same academic year will be determined by the school district.

If you are interested in AP course work see the School Counselor for further information.

~WORKBASED LEARNING PROGRAMS~

Possible and Current Offerings:

The goal of the worked based learning program at Prentice is to encourage strong ties between school and career goals. Enrollment is limited to students with Junior or senior status. Admittance to the program requires permission from the school to career coordinator.

WISCONSIN YOUTH APPRENTICESHIP

Wisconsin's Youth Apprenticeship Programs offer opportunities for juniors and seniors in high school to explore a career while still in school.

The two-year Youth Apprenticeship Program integrates school-based and work-based learning to provide students with academic and occupational skills leading to both a high school diploma and a Certificate of Occupational Proficiency in a specific industry.

Youth apprentices will receive training and instruction in an occupational "cluster" which includes an array of occupations within an industry. Training will be provided through technical instruction at the local high school or technical college and work based learning at a single company or several different companies in the community. Work experience will be approximately 10 hours per week during the junior year, a summer work experience and approximately 15 hours per week the senior year. Students will be paid an entry level

wage. Wage increases may be granted based upon successful performance. Good attendance is a must. Specifics in accordance with state attendance guidelines will be discussed at the beginning of the apprenticeship.

Interested students should contact the School-To-Work Coordinator during their sophomore year. An application process will be followed including employer application and interviews. Students enrolled in the Youth Apprenticeship program will not be allowed to be a teacher aide.

Youth Apprenticeship Opportunities

Career clusters offered:	Agriculture, Food and Natural Resources
	Architecture and Construction
	Finance
	Graphic Arts - Printing
	Health Services
	Hospitality, Lodging and Tourism
	Information Technology
	Manufacturing
	Science, Technology, Engineering and Math
	Transportation, Distribution and Logistics
	Welding

SCHOOL-TO-WORK

Do you have a career goal in mind? Have you ever wondered what your choice of career might be like in "real life"? Would you like some practical on-the-job experience? If so, school-to-work may be for you.

There are some things you need to know and some things you **must do**. They are:

- 1. This works out best for everyone concerned if you have a 1st or 8th hour study hall. However, it is possible to do this other hours as well, including before or after school.
- 2. This is open to any junior or senior demonstrating desire and/or need.
- 3. You must apply during the second semester of your sophomore or junior year for a first semester placement in your junior or senior year. Those students interested in a second semester placement must make a written application prior to the end of the first quarter of their junior or senior year.
- 4. Students enrolled in school-to-work will not be allowed to be a teacher aide.
- 5. In a small community, such as ours, jobs are limited. Every effort will be made to find an employer willing to provide a job site for you to work at, however, there are no guarantees. You may be able to help yourself and us by making some "connections" yourself--perhaps you know someone we do not know who might be interested in providing a job for you. If so, this would be great! Let us know and we'll work with your connection to help to secure an approved job training site for you.
- 6. Credit for one semester is the same as it would be for any other class you take. A wage may be earned, but it is not guaranteed. <u>To receive credit you must not miss more than 5 days per semester.</u>

- 7. Opportunities are generally limited to one semester and one hour, however, there may be a chance for this to expand.
- 8. You will be required to sign an agreement which spells out your responsibilities. This agreement will be signed by your parents/guardian, the school, and your work supervisor.
- 9. We must follow the child labor laws and quite frankly those over the age of 18 are most easily placed in jobs. There are, however, jobs of a less risky nature and those under age 18 may be placed and we will do our best to work this out for you.

Prerequisite: Approval by School-To-Work Coordinator after application Credit: 0.5

WISCONSIN VIRTUAL SCHOOL ONLINE COURSES

The Wisconsin Virtual School is a service provider that partners with school districts throughout the state, to offer online education to middle and high school students. Students enrolled in these online courses, with approval from their local school, interact with trained and certified teachers getting one-on-one attention and communication on an ongoing basis throughout the course.

Currently, over seventy courses are available in the content areas of English, social studies, science, business, mathematics, as well as alternatives such as foreign language, information technology, career planning and study skills. Other opportunities include twenty-three advanced placement courses, AP exam reviews, AP class tools and online test prep courses for ACT, SAT and PSAT.

Please see your guidance counselor, for more details or visit the WVS website: <u>www.wisconsinvirtualschool.org</u>

TECHNICAL COLLEGE COURSES

Certified instructors teach these courses from NTC (Northcentral Technical College), MSTC (Mid-State Technical College) and CVTC (Chippewa Valley Technical College) using technical college books and materials. Students receive regular technical college credit upon completion of the course(s). Upon successful completion of the course, students will receive an official transcript with grade and credit(s) recorded at the technical college. Students enrolled in technical college courses will also receive high school credit (dual credit).

These courses are of college level integrity and rigor. Courses will be taught on the technical college calendar as stated in the course syllabus. Absences due to conflicting high school activities must be pre-arranged with the instructor, and students will be responsible for any missed work.

All students will need an email address for technical college classes.

All high school student registrations must be submitted on the "High School Registration Form" with appropriate signatures and recommended form where applicable.

**Are you wondering how your Technical College course might transfer into one of the UW-System campuses? You can look up specific courses and campuses at this website: www.uwsa.edu/tis/. The Transfer Information System (TIS) is managed by the University of Wisconsin System and developed in conjunction with the Wisconsin Technical College System.