

School District of La Crosse

Dream * Believe * Achieve



La Crosse Central High School Freshman Course Guide

School Year 2021-2022



Dear Incoming Freshmen,

Exciting days lie ahead with your upcoming entrance into Central High School on the horizon! There are many things to consider as you get ready for that next step. This freshman-specific course guide has been developed to make things a little easier for you and your family. You are encouraged to reference it and to discuss it with your school counselor. It contains information that we feel freshman students will find of particular importance.

You can still access the district's regular high school course guide. It provides more information about available options and programs. There will likely be some things in that course guide that your school counselor will want you to see.

We are excited about you joining Central High School next fall and look forward to the next four years together!

Sincerely,

La Crosse Central High School Faculty and Staff

TABLE OF CONTENTS

High School Letter Grade/Grade Point Average (GPA) Equivalency Scale: This will help you understand how high school GPA is determined and how GPA influences a student's rank in his/her class. On this page you will find how many credits you need to earn in each content area in order to graduate.	2
Core Courses: Potential Pathways. - Our district has both required courses (Core Courses) and courses you may choose to take (Electives). Both kinds earn you credit toward graduation. This page will help you understand the options you have as you begin taking your Core Courses.	3
College and Technical/Trade School Entrance Requirements: This is included because you will want to begin thinking, even now, about the courses you take and how they may prepare you for study after high school, including study in technical schools or universities.	4-5
Programs of Study and Career Clusters: The School District of La Crosse has Programs of Study based on the national Program of Study framework. These will help guide your high school courses for your postsecondary plans.	6-7
Descriptions of Required Freshmen Core Courses - These pages are included for you to read a little more about what each Core Course involves so you can make good selections as you work with your parent/guardian, school counselor, and teachers.	8-9
Additional Freshman Elective Courses - These pages give an overview of the elective courses for you to consider. We think you are going to find a great variety of classes to satisfy your interests and needs!	10-15

HIGH SCHOOL LETTER GRADE/GRADE POINT AVERAGE (GPA)

EQUIVALENCY SCALE:

- A = 4 point
- B = 3 point
- C = 2 point
- D = 1 point
- F = 0 point

(Note: Class rank is determined by G.P.A.)

CLASS RANK TIE - BREAKER PROCEDURE

Student class rank will be determined by grade point average. In some instances, students may be tied in grade point average. In such a circumstance, the following tie-breaking criteria will be utilized:

1. The candidate must have attended a minimum of five semesters in a La Crosse Public High School.
2. The candidate must demonstrate commitment to attend college/university/technical school in Wisconsin.
3. Highest ACT score/converted SAT score reported by the start of the student's senior year.
4. Number of honor/AP courses taken by candidate for credit.
5. Candidate involvement in curricular and extra-curricular student leadership activities.

AUDITING A COURSE

When a student audits a course in the School District of La Crosse, a grade is issued and placed on the transcript, but the grade does not count toward GPA. A notation that this was an audited course also appears on the transcript. Students auditing courses will be expected to attend all class sessions, complete all assigned work and take all tests. A special programming form must be filed for each audit. A request to audit a class will not be accepted after the 9th week of the semester. An audited course does not count as a credit towards graduation.

GRADUATION REQUIREMENTS

Department	Credits	Notes
English	4.0	
Social Studies	3.0	Must have 1 credit of US History, 1 credit of World History, .5 credit of Government, and .5 credit of Economics
Science	3.0	Must have 1 credit of Physical Science, 1 credit of Life Science, and 1 credit of Elective Science
Math	3.0	
Physical Education	1.5	
Health	0.5	
Personal Finance	0.5	
Non-Specific Electives	8.5	

Total Credit Required For Graduation: 24.0

All students must complete and pass the Wisconsin Civics Graduation Assessment modeled after the Naturalization Test used by the United States Citizenship and Immigration Services. This assessment is a graduation requirement recently established by state statute (ACT 55).

CORE COURSES: POTENTIAL PATHWAYS

A total of 15.5 Core Course credits are required for graduation. The number of credits required in each content area is identified in the left-hand column of the following chart. Available Core Courses are listed by grade level

Core Courses	Grade 9	Grade 10	Grade 11	Grade 12
English 4.0 Credits	English 9 World Humanities	English 10 Pre AP English	English 11 Novels/English 11 AP English 11	Senior English College Prep English AP English 12
Math 3.0 Credits	Algebra I (Also extended) Geometry (Also honors)	Algebra 1 (Also extended) Geometry (Also extended or honors) Algebra II (Also extended or honors) *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Geometry (Also extended or honors) Algebra II (Also extended or honors) Intro to Statistics Pre-Calculus AP Statistics *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)	Geometry (Also extended or honors) Algebra II (Also extended or honors) Pre-Calculus AP Statistics AP Calculus *Digital Electronics (Must be taken concurrently with or following the completion of Geometry)
Science 3.0 Credits	Biology (Also honors)	Science Matters Chemistry (Also honors) Principles of Engineering	Choose at least 1.0 Science credit: 4-year colleges require 3 years of natural science, two of which must be lab or sciences. Chemistry, Physics, and Principles of Engineering are examples which would meet this requirement.	Optional – refer to college program requirements or career interest
Social Studies 3.0 Credits	World History AP World History	U.S. History AP U.S. History	U.S. Government AP Government	Economics AP Economics
Physical Education 1.5 Credits (Over 3year span)	Fitness & Wellness (required class, take grade 9 or 10 before any other PE)			
Health .5 Credit	Self-Awareness (grade 9 or 10)			
Personal Finances .5 Credit		Personal Finances		

Additional Electives : 8.5 electives required

Please note, both Core and Elective course requirements may be satisfied through on-line courses, when available.

*Offered at Logan High School only

COLLEGE OR UNIVERSITY ENTRANCE REQUIREMENTS

If you are considering attending a 4-year college or university to further your education, you must graduate from high school, complete course requirements for your chosen school, earn good grades (rank high in your class), and take college entrance exams.

WHAT COURSES SHOULD I TAKE?

The following courses are considered minimum requirements for entry into a college or university. Some schools require more courses in some subjects.

- 4 years of college prep level English
- 3 years of social studies
- 3 years of math including Algebra I, Geometry, and Algebra II
- 3 years of natural science including 2 credits of laboratory science such as biology, chemistry, or physics.

You will need at least four more credits from the following areas; world language (having 2 or more years of a single world language is strongly recommended and now required by many schools), fine arts, computer sciences, and other academic subjects.

Depending on your possible major or career field, you may need more courses in specific subjects to be well prepared. Consult your counselor in the Student Services office for suggested courses related to your career clusters.

WHAT ELSE SHOULD I DO TO PREPARE FOR ADMISSION?

During the second semester of your junior year, you will take the ACT as part of the Wisconsin Student Assessment System. You may also elect to take the ACT at other times to improve your score. To best prepare for the ACT, college prep courses should be taken in high school. There also are many practice tools available for students to familiarize themselves with test structure. For more information, parents and students may see their school counselor. Request that the scores be sent to schools you are considering.

Entrance exam scores can be used along with your class rank to determine your admission as a new student. Some colleges publish minimum requirements for class rank and/or entrance exam scores. In some cases, if you don't meet minimum requirements for class rank, a high ACT or SAT score may not help you gain admission. See your counselor or the college website about the rank and scores required at the schools you are considering.

WHAT IF I DON'T KNOW IF A 4 YEAR PROGRAM IS BEST FOR ME?

Keep as many options open as possible by including college prep courses in your high school plan. These courses will best prepare you for college if you decide that is the right educational choice for you. If you decide to pursue another pathway, those courses will have given you a strong, balanced background which can serve you well.

A final tip: A valuable resource concerning the UW System is: The Help Line at 1-800-442-6459 or www.uwhelp.wisconsin.edu.

TECHNICAL COLLEGE OR TRADE SCHOOL ENTRANCE REQUIREMENTS

High School is a time to gain skills and knowledge in a wide variety of subjects. It is also an opportunity to identify areas of strength, weakness, and interest which may play an important role in selecting a career area. As you explore careers and education after high school, you may find that our career skills can adequately or even best be learned at a technical college or industry-specific school.

Technical colleges and other industry schools require a high school diploma just as a 4-year institution. If a GED is your path, you may need to enroll in additional credits at these colleges to ensure the knowledge and skills background you need to succeed. Programs of study at each institution may require or encourage specific high school courses related to the field. Having this strong high school academic and skills-based background increases your chances of entering the program of your choice. Technical college programs may also have waiting lists to enroll based on the number of students accepted into any program. Your readiness for enrollment ensures you have the best opportunity to enroll in the program of your choice.

WHAT COURSES SHOULD I TAKE?

Technical colleges and Industry specific schools require high school courses in English, Math, Social Studies, Science, and Career and Technical Education. Programs may also highly value courses in Physical Education/Health, Arts, and Music depending on the program of your choice. It is suggested that you review the courses in your career clusters to ensure your readiness for acceptance at a post-secondary program.

WHAT ELSE SHOULD I DO TO PREPARE FOR ADMISSION?

As part of the Wisconsin Student Assessment System, in your junior year you will take both the ACT and WorkKeys Assessment. To best prepare for the ACT, courses in English, math, social studies and science should be taken in high school. There are many practice tools available for students to familiarize themselves with test structure. For more information, parents and students may see their school counselor. Request that the scores be sent to schools you are considering. Technical colleges may have specific requirements for testing in specific programs. Please review these so you are ready for admission.

There are a multitude of options for dual credit or transcribed credit for admission to a technical college degree program. Those courses offered in your high school are named in the district course guide. If you choose to take college credit while in high school, those credits, as well, may be transferred to a technical college system school.

Entrance exam scores can be used along with your class rank to determine your admission as a new student. Some technical colleges and industry specific institutions publish minimum requirements for class rank and/or entrance exam scores. See your counselor or the college website about the rank and scores required at the schools you are considering.

WHAT IF I DON'T KNOW IF A 1 OR 2 YEAR PROGRAM IS BEST FOR ME?

Keep as many options open as possible by including college prep and other elective courses in your high school plan. These courses will best prepare you for post-secondary admission if you decide that is the right educational choice for you. If you decide to pursue another pathway, those courses will have given you a strong, balanced background which can serve you well.

A final tip: A valuable resource concerning the Wisconsin Technical College System is www.wtcsystem.edu

PROGRAMS OF STUDY AND CAREER CLUSTERS

The School District of La Crosse's Programs of Study (POS) are based on the national POS framework, which aligns high school and postsecondary education with the demands of the changing global economy. The information provided is customized to the School District of La Crosse.

POS are designed to provide a context for purposeful conversation with counselors and staff as student's develop and revise their Academic and Career Plan over time.

There are sixteen Career Clusters organized by a common theme or interest. Learning experiences from different Programs of Study offer compliment each other so it is important to review a variety of them. Career Clusters are often refined further by career pathways for those students who already know which career they plan to pursue.

We expect every Academic and Career Plan to be as unique as each of our students. For example:

* Students passionate about pursuing a specific career can pursue opportunities aligned to a single POS.

* Students can choose to blend portions of one POS with another based on their skills and interests.

* Students who are unsure of their long term career interests can explore opportunities in many different POS that will help them better understand themselves and the skills and knowledge needed for different careers.

* Students may also choose a liberal arts approach to their education by focusing on the course sequences in each of the core subject areas along with coursework in the humanities, fine arts and world languages. This approach defers certain aspects of career exploration to a student's postsecondary education.

* All students are advised to select opportunities for rigor in their areas of strength and/or interest to ensure that they continue to develop their knowledge, skills and dispositions for success each and every year.

Agriculture, Food and Natural

Resources:

Prepares learners for careers in the planning, implementation, production, management, processing and/or marketing of agricultural commodities and services. This includes food, wood products, natural resources, horticulture and other plant and animal products. It also includes related professional, technical, and educational services.

Arts, A/V Technology &

Communications:

Individuals that work in the AV communications, industry, manufacture, sell, rent, design, install, integrate, operate and repair the equipment of the audiovisual communications. Careers include designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Education and Training:

Prepares learners for careers in planning, managing and providing education and training services such as administration, teaching/training, administrative support, and professional support services.

Architecture and Construction:

Prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

Business Management &

Administration:

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.

Finance:

Prepares learners for careers in financial and investment planning, banking, 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.

Government and Public

Administration:

Prepares learners for careers in the planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation and regulation.

Hospitality and Tourism:

Prepares learners for careers in management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services. Hospitality operations are located in communities throughout the world..

Information Technology:

Prepares learners for careers in design, development, support and management of hardware, software, multimedia and systems integration services. In addition, to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Anyone preparing for an IT career should have a solid grounding in math and science.

Manufacturing:

This program focuses on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

STEM:

Prepares learners for careers in designing, planning, managing, providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Health Science:

Connects individuals to a large variety of health care areas that is characterized by diversity and changing technologies. This program of study allows students to investigate and observe a large variety of health careers include planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Human Services:

Prepares learners for employment in career pathways related to families and human needs. This includes preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services..

Law, Public Safety and Security:

Prepares learners for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Marketing:

Prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives. These include areas such as brand management, professional sales, merchandising, marketing, communications and market research.

Transportation, Distribution and

Logistics:

Prepares learners for careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

COURSE DESCRIPTIONS

Required Freshman Core Courses

Please select one course from each category.

LANGUAGE ARTS

201	English 9	1 Credit	Year	9
-----	-----------	----------	------	---

English 9 provides students with the opportunity to develop reading, writing, speaking, and listening skills that meet Common Core Proficiency Standards. Students will study literature, informational text, and critical analysis, as well as the research and writing process.

202	World Humanities-English Honors	1 Credit	Year	9
-----	---------------------------------	----------	------	---

World Humanities provides students with the opportunity to integrate studies in World History and English in a chronological approach to major themes from early cultures through modern times. It provides students who have reached an advanced level of proficiency an opportunity to further enhance their skills. This course is part of the Advanced Placement vertical sequence.

MATHEMATICS

254	Algebra I	1 Credit	Year	9
-----	-----------	----------	------	---

Algebra I is designed to develop the arithmetic and algebraic skills necessary for problem solving and advanced mathematics study. Instead of working with constant numeric quantities in arithmetic, algebra deals with variables. Following the successful completion of Algebra I generally enroll in Geometry or Algebra II.

254EXE	Algebra I Extended	1 Credit - Elective	Year	9, 10
--------	--------------------	---------------------	------	-------

254EMX	Algebra I Extended	1 Credit - Math	Year	9, 10
--------	--------------------	-----------------	------	-------

Algebra I Extended is designed to develop the student's arithmetic and algebraic skills necessary for problem solving and advanced mathematics study. Instead of working with constant numeric quantities in arithmetic, Algebra I Extended deals with variables.

This course covers the same curriculum as Algebra I, but the student has two class periods to learn and comprehend the curriculum. The student has this course for two consecutive periods and 8-period days and one period on EL days. This course allows for additional examples, questioning and collaborative work time.

257	Geometry	1 Credit	Year	9, 10, 11, 12
-----	----------	----------	------	---------------

Geometry students will develop the concepts and relationships involved with plane geometrical figures. Investigations will be provided that will develop the student's inductive and deductive reasoning skills. Problem solving using geometrical concepts and relationships will be a major component of the course.

258	Honors Geometry	1 Credit	Year	9, 10, 11, 12
-----	-----------------	----------	------	---------------

Honors Geometry involves most of the same concepts studied in geometry, but the approach is much more formal. Students thinking about pursuing math-related careers should be challenged by this course. Placing an emphasis on formal proofs, students will develop their deductive and inductive thinking skills while developing an appreciation for a formal mathematical system.

HEALTH

432	Self Awareness: Health	.5 Credit	Semester	9, 10, 11, 12
-----	------------------------	-----------	----------	---------------

Self-Awareness is a class designed for students who have a particular interest in the psychological aspects of humans and who want a better understanding of the key factors motivating human behavior. The seven major components of this class are:

- A. Health and Wellness B. Self-Awareness C. Stress Management D. Longevity Factors
 E. Drugs & Society F. Human Relations G. Emotional Health

This class will develop a personal health program, evaluate the components of psychosocial health, distinguish behaviors that resist drugs and avoid violence, and evaluate the importance of interpersonal relation skills to current issues.

SCIENCE

304	Biology	1 Credit	Year	9, 10, 11, 12
-----	---------	----------	------	---------------

Biology is designed to provide an understanding of chemical and biological aspects of the environment. Problem solving will be approached through lab activities. Students will be expected to gain an understanding of the interactions of science, technology, and society. Topics/concepts will be aligned with the Life and Environmental Wisconsin State Standards and include an Introduction to Biology, Biochemistry, Cell Structure and Function, Classification, Microbiology/Immunology Diseases and Animals, Plants, Genetics and Evolution, Human Systems, Ecology, and Taxonomy.

305	Honors Biology	1 Credit	Year	9, 10
-----	----------------	----------	------	-------

Honors Biology is a course for students who wish to pursue a strong science math related career. The course of study is the same as that described in regular Biology with the addition of the following:

1. Students will do one laboratory or literature research project per quarter that relates to each block of study.
2. Activities will be open-ended and problem-solving in nature.
3. Students will have greater exposure to biological theory and will be expected to learn and use more technical vocabulary.
4. There will be an increased use of charts, graphs and data tables.
5. Each student will be expected to develop and complete one major project.

SOCIAL STUDIES

352	World History	1 Credit	Year	9, 10, 11, 12
-----	---------------	----------	------	---------------

World History is a survey of human progress from ancient times to the present. Included in this study of forces and events are different cultures, religions, political and economic systems as well as geography and current issues which have influenced people(s) and nations through the centuries.

373	AP World History	1 Credit	Year	9, 10, 11, 12
-----	------------------	----------	------	---------------

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present: Technological and Environmental Transformations (to c. 600 BCE); Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE); Regional and Trans-regional Interactions (c. 600 CE to c. 1450); Global Interactions (c. 1450 to c. 1750); Industrialization and Global Integration (c. 1750 to c. 1900); Accelerating Global Change and Realignment (c. 1900 to the Present). Themes allow students to make connections and identify patterns and trends over time.

PHYSICAL EDUCATION

400	Fitness/Wellness	.5 Credit	Semester	9, 10
-----	------------------	-----------	----------	-------

Note: This course needs to be completed before the end of the 10th grade year
 Emphasis will be placed on total wellness, which will include analyzing individual needs in the areas of strength, endurance, cardiovascular fitness, flexibility, and body composition. Nutrition, goal setting, dealing with stress, and consumer issues will also be covered. A complete fitness portfolio must be completed.

COURSE DESCRIPTIONS

Freshman Elective Courses

ART

450	Art I	1 Credit	Year	9, 10, 11, 12
-----	-------	----------	------	---------------

Art I is a course designed for all students interested in learning fundamentals of drawing, painting, printmaking, sculpture, commercial design, and art appreciation, while exploring the properties of various media, the importance of art history through creative problem and critical thinking skills.

BUSINESS

235	Yearbook Production	1 Credit	Year	9, 10, 11, 12
-----	---------------------	----------	------	---------------

Yearbook Production is a course designed to teach students layout, design, copy editing, photography, graphics, and advertising/finance, with the final product of the yearlong course being the actual production of the school yearbook. This course earns elective, not English, credit. Application required, see school counselor to obtain application.

500	Keyboarding For Everyone	.5 Credit	Semester	9, 10, 11, 12
-----	--------------------------	-----------	----------	---------------

Keyboarding is an essential skill for everyone! Whether you are going on to post-secondary schooling or straight into the workforce, keyboarding technique is crucial. This independently run one-semester course is designed to work with students with varying levels of keyboarding experience. Students with little or no keyboarding experience will learn basic keyboarding technique followed by drill and focus on improving speed and accuracy. Students with intermediate and advanced keyboarding skills will be given a brief review of the keyboard followed by drill and focus on improving speed and accuracy. All students will learn document processing skills relative to post-secondary education and employability skills.

512	Intro To Marketing	.5 Credit	Semester	9, 10, 11, 12
-----	--------------------	-----------	----------	---------------

Intro to Marketing is a semester course that introduces students to the exciting world of marketing management and merchandising. Students will see things from a “marketing perspective” in the areas of human relations and diversity, selling, careers, advertising and promotion, job interview, resumé and more through classroom instruction, activities, and current events. Students will have the opportunity to join a nationally-known student organization, DECA, and apply methods through travel and competition in leadership conferences, district, state, and national competition and possible field trips.

517	Computer & Internet Applications	.5 Credit	Semester	9, 10, 11, 12
-----	----------------------------------	-----------	----------	---------------

Recommendation: Keyboarding course is strongly recommended

To be effective in the 21st century, students and employees must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. In this course, students will learn skills to successfully access and evaluate information, use and manage information, create and analyze media products, and apply technology effectively for everyday use. The class has been designed using the current ISTE standards and the Microsoft Office Specialist and Internet & Computing Core Certification modules. Specific units include: Computer Fundamentals, Living Online & Research Tools, Microsoft Word, Microsoft Excel, and Microsoft Power Point.

Transcripted credit available at Western Technical College. This course is also offered online.

520	Intro To Business	.5 Credit	Semester	9, 10
-----	-------------------	-----------	----------	-------

This one-semester course gives students a general overview of the world of business. This introductory level course allows students a chance to get a taste of other business and marketing courses which are offered at the high school level. Students will explore different topics involving business management, accounting, marketing, personal finance, maintaining a checkbook, basic budgeting, investments, ethics, business communications, entrepreneurship, and other business-related careers. Students will understand why business-related majors are one of the most popular in post-secondary education today.

FAMILY & CONSUMER ED

552	Fashion Design	.5 Credit	Semester	9, 10, 11, 12
-----	----------------	-----------	----------	---------------

Fashion Design is a course that focuses on using a pattern when sewing for the individual. Fashion trends are explored to develop and improve personal clothing styles. A minimum of two projects will be constructed.

553	Early Child Development	.5 Credit	Semester	9, 10, 11, 12
-----	-------------------------	-----------	----------	---------------

This course covers human growth and development including conception, prenatal development, labor/delivery, and care of the newborn. A field trip to the Family Birthing Place is offered to extend labor and delivery information. Principles of child development through the age of three will be covered. Developmentally appropriate activities and healthy child guidance skills are also studied. This course, when taken with Child Development, is transcripted with Western Technical College.

558	Foods For Life	.5 Credit	Semester	9, 10, 11, 12
-----	----------------	-----------	----------	---------------

Foods For Life activities will increase the students’ present understanding of food choices and develop skills in preparing nutritious foods for the family. Topics include: entry level cooking, techniques, safety and sanitation, and the integration of foods for life and recipe development for eating light and healthy.

566	Interior Design	.5 Credit	Semester	9, 10, 11, 12
-----	-----------------	-----------	----------	---------------

Interior Design is for those students who enjoy design and want to learn more about fashions and interior decorating. Elements and principles of design are applied to both fashion and home design projects. Topics include: textiles, principles and elements of design, understanding house plans, and developing interior plans.

573	Exploring Health Careers	.5 Credit	Semester	9, 10, 11, 12
-----	--------------------------	-----------	----------	---------------

In the first quarter of Exploring Health Careers, students will be introduced to the healthcare system and the variety of opportunities in this career cluster. Further topics will include the legal and ethical responsibilities of healthcare professionals and cultural and global topics related to medicine. In the second quarter of the class, students will delve into the basics of anatomy and physiology and first aid that will provide a foundation for further courses. Exploring Healthcare Careers will provide a glimpse into a wide variety of healthcare positions as well as universal career skills.

LANGUAGE ARTS

230	Theatre I	.5 Credit	Semester	9, 10, 11, 12
-----	-----------	-----------	----------	---------------

Theatre I provides the student with a focus on acting and acting styles as a learned discipline, with an emphasis on characterization and performance techniques. Theatre I explores the literature and history of theatre and reveals theatre to be a source of culture, art, pleasure and self-awareness.

231	Theatre II	.5 Credit	Semester	9, 10, 11, 12
-----	------------	-----------	----------	---------------

Theatre II is designed to provide the student with an introduction to directing and directing techniques. Various elements of acting are also addressed in this course. The course also introduces elements of stagecraft specific to set design and construction, make-up and application, lighting, sound, effects, props, and general stage and house management.

MUSIC

100	Freshman Treble Choir	.5 Credit	Year	9
-----	-----------------------	-----------	------	---

Freshman Treble Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse women's vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. Freshman Treble Choir introduces sight reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught.

Freshman Treble Choir gives 2-4 public performances each year. In addition, each chorus participates in a clinic, festival, or contest activity. All chorus students have the opportunity to participate in solo/ensemble festival.

101	Band	1 Credit	Year	9, 10, 11, 12
-----	------	----------	------	---------------

Recommendation: Ability to play a band instrument or consent of instructor

The Band program offers a wide variety of growth experiences throughout the year to students. The major performing groups include marching band for everyone the first quarter of school, and membership in the concert bands the remaining three quarters. Membership in either the Wind Ensemble or the Symphonic Band will be determined by audition. Band students receive a balanced program of instrumental music education. Lessons, concert and marching band, solo-ensemble, and other enrichment experiences combine to improve your individual musicianship, your intelligence, and problem solving skills in an atmosphere that's fun, rewarding, and challenging. Jazz band and Pep band are offered as co-curriculum groups outside the school day.

104	Music Theory	.5 Credit	Semester	9, 10, 11, 12
-----	--------------	-----------	----------	---------------

Students develop skills in listening, aural analysis, music reading and writing, and a minimal proficiency at the piano. Music students will become proficient in the use of western music notation. The students begin to assemble the skills of arranging, which allows them to analyze and create works of music. Advanced students in Music Theory will begin to develop skills for 4-part chorale writing. Music Theory is recommended for any students wishing to pursue music in college.

107	Music Appreciation/ Soundscapes	.5 Credit	Semester	9, 10, 11, 12
-----	------------------------------------	-----------	----------	---------------

In Soundscapes, students use computers and synthesizers to write their own music and in the process learn about the fundamentals of music and arranging. Soundscapes has received national recognition for innovative use of technology in the classroom. The computer programs used in the course allow a wide variety of musical styles to be used. Students with music performance background (in or out of school), computer skills, or just a genuine interest in music can be successful and will enjoy this course. Prior experience in music is not necessary but helpful.

108	Robed Choir	1 Credit	Year	9, 10, 11, 12
-----	-------------	----------	------	---------------

By audition only. Select/Robed Choir offers students an opportunity to engage in the performance and understanding of distinctive and challenging vocal literature in an enjoyable and encouraging environment. This Choir emphasizes the study of 4-part sight reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught. Advanced students have the opportunity to participate in the National Association of Teachers of Singing events, to develop and present voice recitals, and to sing at numerous community activities.

Robed Choir gives several public performances in various venues throughout the Midwest. In addition, Robed Choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.

112	Bass Choir	.5 Credit	Year	9, 10, 11, 12
-----	------------	-----------	------	---------------

Bass Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse male vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. Bass choir introduces sight-reading as an essential tool for cultivating personal and musical confidence. Students will learn the importance of their contribution in preparing performances and they will gain an appreciation of the process involved in creating musical excellence. All students receive individual or small group voice lessons where applicable techniques of vocal production are taught.

118	Orchestra I	1 Credit	Year	9, 10, 11, 12
-----	-------------	----------	------	---------------

All String students should enroll in Orchestra 118 to ensure a placement in the class. Placement in either Orchestra I or Orchestra II will be determined in May by the high school orchestra director.

High school Orchestra offers students an opportunity to engage in the performance and understanding of distinctive and challenging literature for string and chamber orchestra in an enjoyable and encouraging environment. In Orchestra I, developing students learn the importance of their contribution in preparing performances and gain an appreciation of the process involved in creating musical excellence. Skills required for current and more advanced developmental levels are introduced, reviewed and further refined. All students receive individual or small-group lessons where string techniques are taught, individually tailored to the developmental level of each student. Both the Central and Logan Orchestra I groups give several public performances each year; in addition, each group participates in a clinic, festival or contest activity.

120	Orchestra II (Chamber)	1 Credit	Year	9, 10, 11, 12
-----	---------------------------	----------	------	---------------

Membership selection is determined in each high school using a process determined by the orchestra director. The selection process will be clearly explained and made available to students during the spring semester. This information is also available by contacting the respective high school/middle school orchestra director.

Orchestra II offers string students the opportunity to explore and perform many challenging styles of advanced orchestral literature. At a variety of times, wind and percussionists are invited to perform with the string orchestra to provide performance of full symphonic literature. Orchestra II emphasis the advanced pedagogical skills as an essential tool for preparing the confidence needed to perform the more advanced literature. All string students receive individual or small group lessons to help each student with skill development. Orchestra gives several public performances throughout the academic year. In addition, Orchestra II students also participate in a clinic, festival, or contest activity, as well as the opportunity to perform in solo/ensemble festival.

TECHNOLOGY EDUCATION

551	Computer Construction (IT Essentials)	.5 Credit	Semester	9, 10, 11, 12
-----	---------------------------------------	-----------	----------	---------------

Computer Construction & Maintenance is a course designed to give the learner knowledge about how a computer and an operating system function. Students will work in teams to build a computer from the ground up. The student will gain knowledge on how to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware. This includes basic knowledge of desktop and portable systems, basic networking concepts, and printers. The student will also gain knowledge of safety and common preventive maintenance procedures. This class will introduce the student to A+ Certification—an entry level certification exam recognized in the IT industry.

604	Introduction to Computer - Aided Design & Architecture	.5 Credit	Semester	9, 10, 11, 12
-----	--	-----------	----------	---------------

This is a course for those students who want to develop basic technical skills in drafting. The course enhances and further develops skills such as designing, drawing, planning, and problem-solving. Students learn how to design, plan, prepare, interpret, and use drawings in today's society. The course focuses on mechanical and architectural drawing.

609	Introduction to Engineering Design (PLTW)	1 Credit	Year	9, 10, 11, 12
-----	---	----------	------	---------------

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software.

638	Woods I	.5 Credit	Semester	9, 10, 11, 12
-----	---------	-----------	----------	---------------

Woods I is a course for students interested in constructing a project that is used in a recreational or hobby area. The course teaches students about basic woodworking. Students learn to work safely with woodworking tools and machines.

PROJECT LEAD THE WAY

The School District of La Crosse is a Certified Project Lead the Way (PLTW) school district. This certification distinction provides college credits to students who participate in the PLTW classes including:

- Introduction to Engineering Design (IED)
- Principles of Engineering (POE)
- Digital Electronics (DE)
- Computer Integrated Manufacturing (CIM)

Students who have successfully completed any of these PLTW course may be eligible for transcribed credit and/or advanced standing at the Milwaukee School of Engineering as well as Western Technical College. See your school counselor or PLTW instructor for more information.

WORLD LANGUAGE

150	French I	1 Credit	Year	9, 10, 11, 12
-----	----------	----------	------	---------------

French I introduces the student to various aspects of the language and francophone culture. Emphasis is placed on the communication skills of speaking, listening, reading, and writing. Students will begin using the target language immediately and learn basic vocabulary relating to school, home, foods, and the world around them. An awareness and understanding of cultures different from our own will be developed as French history, geography, and contemporary life in France and French-speaking countries are studied.

152	French II	1 Credit	Year	9, 10, 11, 12
-----	-----------	----------	------	---------------

Recommendation: French I

French II reviews the material learned in French I and continues to develop vocabulary and grammar skills. Students will be speaking the target language the majority of the time. Through role-playing, skits, cooperative groups, and partner activities, students will continue to develop proficiency in the four skill areas. More detailed studies of the French and French-speaking peoples and their cultures, both present and past, are undertaken.

160	Spanish I	1 Credit	Year	9, 10, 11, 12
-----	-----------	----------	------	---------------

Spanish I students will start to use the language to talk about their lives and the world around them and will learn basic vocabulary and grammar skills. The students will be introduced to the richness and diversity of Hispanic cultures. Students will be expected to take an exit exam to determine readiness for Spanish II.

162	Spanish II	1 Credit	Year	9, 10, 11, 12
-----	------------	----------	------	---------------

Recommendation: Spanish I

Spanish II provides the student with continuing opportunities to gain communicative skills by acquiring more vocabulary and grammar concepts. Emphasis is placed on three modes of communication: interpersonal, interpretive and presentational. Students continue to study the cultures of Spanish-speaking countries.

176	German I	1 Credit	Year	9, 10, 11, 12
-----	----------	----------	------	---------------

German I students begin to develop listening, speaking, reading, and writing skills. The main emphasis is on oral communication. Students will learn about America's German heritage, the geography of German-speaking countries, and about the cultural differences and similarities between German and American young people.

178	German II	1 Credit	Year	9, 10, 11, 12
-----	-----------	----------	------	---------------

Recommendation: German I

German II students will be able to handle typical social situations in an appropriate manner and to tend to their welfare in a limited manner in the target culture. Students will be able to converse, read, and write about events in the present, past, and future tense. German fairy tales will be read.

190	Chinese I	1 Credit	Year	9, 10, 11, 12
-----	-----------	----------	------	---------------

Chinese I will introduce the main features of Mandarin, China's official dialect. Using a phonetic link to English, students will develop listening, speaking, and writing skills which will enable them to communicate in very simple, but correct Chinese in ordinary daily life. Students can expect to read approximately 350 characters as a means to understand an elementary text of Chinese reflecting social activity. Topics include geography, Chinese society, and cross-cultural issues.