

Dear Incoming Freshmen,

Exciting days lie ahead with your coming entrance into Logan 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 particular importance.

You can 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 Logan High School next fall and look forward to the next four years together!

Sincerely,
La Crosse Logan High School Faculty and Staff



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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 GPA)

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 filled out 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 U.S. History, 1 credit 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 the state statute (ACT 55).

Core Courses: Potential Pathways

A total of 15.5 Core Course credits are required for graduation. The number of credits in each content area is identified in the left hand-column for 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 Honors World Humanities	English 10 Pre-AP English	English 11 AP English 11	English 12 AP English 12
Math 3.0 Credits	Pre-Algebra Algebra I Extended Algebra Geometry Geometry Extended Honors Geometry Algebra II Honors Algebra II Pre-Calculus AP Calculus	Pre-Algebra Algebra I Extended Algebra Geometry Geometry Extended Honors Geometry Algebra II Honors Algebra II Pre-Calculus AP Calculus	Pre-Algebra Algebra I Extended Algebra Geometry Geometry Extended Honors Geometry Algebra II Algebra II Extended Honors Algebra II Pre-Calculus AP Calculus Algebra III Advanced Math Topics Introduction to Statistics AP Statistics	Pre-Algebra Algebra I Extended Algebra Geometry Geometry Extended Honors Geometry Algebra II Algebra II Extended Honors Algebra II Pre-Calculus AP Calculus Algebra III Advanced Math Topics Introduction to Statistics AP Statistics
Science 3.0 Credits	Transition Science Biology Honors Biology	Science Matters Biology Honors Biology Chemistry Principles of Engineering (Project Lead The Way)	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	Skill Building World History/Geography World History Honors World Humanities	Skill Building World History/Geography World History U.S. History AP U.S. History Psychology Sociology Global Issues Lands of Cultures of the World AP Psychology	Skill Building Civics World History U.S. History US Government U.S. Government and Politics Psychology Sociology Global Issues Introduction to Global Health Lands and Culture of the World AP U.S. History AP European History AP U.S. Government and Politics AP Psychology	Skill Building Civics World History U.S. History U.S. Government Economics Workplace Economics Psychology Sociology Global Issues Introduction to Global Health Lands and Culture of the World AP U.S. History AP European History AP U.S. Government and Politics AP Macroeconomics AP Psychology
Physical Education (Over 3 year span)	Fitness & Wellness (Required, take Grade 9 or 10 before any other PE)			
Health .5 credit	Self-Awareness (Grade 9 or 10)			
Personal Finances .5 Credit		Personal Finance		

Additional Electives: 8.5 electives required.

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

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 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 are also many practice tools available for students to familiarize themselves with test structure. For more information, students and parents 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 for 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 the 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 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 school 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 our 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

Course Descriptions - Required Freshman Core Courses

Please select one course from each category

English Language Arts

201	English 9	1.0 Credit	Year	9
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English 9 provides students with the opportunity to develop reading, writing, speaking, and listening skills that meet Wisconsin State Standards. Students will study literature and informational text as well as the research and writing process.

202	Honors World Humanities English	1.0 Credit	Year	9
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Recommendation: Teacher recommendation

Honors World Humanities English 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.

740	Fundamentals of English I	1.0 Credit	Year	9, 10, 11, 12
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Fundamentals of English I is a progression for acquiring basic English skills and structures necessary for allowing new students to integrate into mainstream classes (with supports) after 3 semesters.

741	Fundamentals of English II	1.0 Credit	Year	9, 10, 11, 12
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Fundamentals of English II is a progression for acquiring basic English skills and structures necessary for allowing new students to integrate into mainstream classes (with supports) after 3 semesters.

Health

432	Self Awareness	.5 Credit	Semester	9, 10, 11, 12
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In Self-Awareness, students will learn about the psychological aspects of human behavior and the current health concerns of high school students. The eight major components of this class are:

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|------------------------|----------------------|----------------------|----------------------------------------|
| A. Health and Wellness | C. Longevity Factors | E. Stress Management | G. ATPD/Drug Prevention |
| B. Brain and Learning | D. Emotional Health | F. Healthy Eating | H. Healthy Relationships/Sexual Health |

Students will assess their current level of health in the 7 dimensions of wellness, develop healthy ways to improve each dimension, 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.

Mathematics

249	Pre-Algebra	1.0 Credit	Year	9, 10, 11, 12
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Pre-Algebra students will develop basic algebraic skills to help be successful in Algebra I the following year. The concepts taught in this class will be continually revisited so students have multiple opportunities to encounter and reinforce the ideas taught in class. Visual and manipulative teaching strategies will be used to help students build a foundational understanding of important abstract algebraic concepts.

254	Algebra I	1.0 Credit	Year	9, 10, 11, 12
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Algebra I is designed to develop the student's arithmetic and algebraic skills necessary for problem solving and prepares students for success in Geometry and Algebra II.

254	Algebra I Extended			
254EXE	Math	1.0 Credit	Year	9, 10, 11, 12
254EXM	Elective	1.0 Credit	Year	9, 10, 11, 12

Algebra I Extended is designed to develop the student's arithmetic and algebraic skills necessary for problem solving and prepares students for success in Geometry and Algebra II. This course covers the same curriculum as Algebra I but the student has two class periods to learn and comprehend the curriculum. The students have this course for two consecutive periods and 8-period days and one period on EL(block) days. This course allows for additional examples, questioning, collaborative work time, and time to improve their pre-algebra math skills.

257	Geometry	1.0 Credit	Year	9, 10, 11, 12
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Geometry students will develop the concepts and relationships involved with geometrical figures. Lessons will be provided that will develop the student's reasoning skills and problem solving using geometrical thinking along with using their algebraic knowledge.

258	Honors Geometry	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Algebra I

Honors Geometry involves most of the same concepts studied in Geometry, but the approach is much more formal (more work with proofs). Students considering pursuing math-related careers should be challenged by this course.

Physical Education

400	Fitness and Wellness	.5 Credit	Semester	9, 10, 11, 12
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Recommendation: 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.

Science

300	Transitions Science (Logan)	1.0 Credit	Year	9
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Recommendation: Recommendation by Counselor and 8th Grade teacher. Recommendation based on Science Aptitude and WSAS 8th Grade Test Score.

Transition Science is designed to provide an understanding of biological and chemical factors of the environment. Students will gain insight into science and be better prepared for success in Biology. Topics will include study skills, Math Skills, Lab Safety, Scientific Method, Measurement, Chemistry, Cells, Human Systems and Ecology, Genetics, Cell Structure; Function and Process, and Biochemistry.

304	Biology	1.0 Credit	Year	9, 10, 11, 12
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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 include, Ecology, Biochemistry, Cell Structure and Function, Genetics, and Evolution.

305	Honors Biology	1.0 Credit	Year	9, 10, 11, 12
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Honors Biology is a course for students who wish to pursue a strong science math related field. 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.

Social Studies

346	Skill Building World History / Geography	1 Credit	Year	9, 10
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Recommendation: Recommendation of Social Studies teacher and School Counselor.

This course is designed to build the study and learning skills students need to be successful in social studies classes. This class is for students who find social studies very difficult. The emphasis is on learning and study skills with students returning to the traditional pathway as soon as possible. This class may not be accepted by some colleges and universities as social studies credit for entering college.

352	World History	1.0 Credit	Year	9, 10, 11, 12
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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.

364	Honors World Humanities	1 Credit	Year	9
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Recommendation: Writing sample and teacher recommendation

Honors 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.

Course Descriptions - Freshman Elective Core Courses

Agriculture

680	Introduction to Agriculture	.5 Credit	Semester	9, 10, 11, 12
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This course is designed to give the student an introduction to agriculture and careers in agriculture. This exploration course provides the opportunity to learn fundamental concepts in agriculture to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Major units of instruction include an introduction to the agricultural industry, animal science, plant science, horticulture science, agribusiness, environmental science, agricultural mechanics, food science, and leadership and personal development. Participation in FFA student organization activities is an integral course component for leadership development, career exploration, and reinforcement of academic concepts. Special areas of interest feature laboratory work, field trips, guest speakers, and hands-on experiences.

681	Animal Care	.5 Credit	Semester	9, 10, 11, 12
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Are you interested in learning the details of caring for animals? This is a great class to get an in-depth look at animal anatomy and physiology, vaccinations, animal growth, reproduction, breeding, selection and feeding. Students will be able to learn how to administer shots, check animal health, and get a good look into the animal industry. The focus will include domestic animals, including pets and horses. We will look at how animals need to be cared for, along with how they are an important part of agriculture. Laboratory activities are offered in animal selection and evaluation, breed identification, health care and handling. This is an entry level class which will expand your knowledge on animals all around us. Students will also have the chance to learn about career opportunities with animals and hear from professionals. **Dual Credit, see Appendix page (18) for explanation.**

682	Plant Science & Greenhouse	.5 Credit	Semester	9, 10, 11, 12
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The world around us is green, but how often do we stop to think about the leaves, lettuce, and how the sun (lights) provide the world with energy. The following topics will be covered: Plant breeding and development, plant nutrition, plant parts, plant species/varieties, hydroponics & aquaponics, and in-home gardening. Other topics/projects could include bonsai trees, poinsettias, holiday wreaths, stepping stones, floral arrangements. Explore one of the fastest growing careers in the agricultural industry - horticulture, landscaping, and plant science. Whether you plan to become a doctor, plant breeder, agronomist, biologist, or simply want to garden in the future, this class is for you! *With the addition of Greenhouse, time may be spent working with plants in the greenhouse.*

Dual Credit, see Appendix page (18) for explanation.

683	Wildlife Management	.5 Credit	Semester	9, 10, 11, 12
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Hunting! Fishing! Hiking! Many of us enjoy spending time outdoors, but how much do we actually know about the deer we hunt, fish we catch, or trees we see? In this course we will discover the natural world around us and across Wisconsin. We will learn about wildlife, fish, and our natural resources. This course will not only be about hunting or how to hunt/fish, but will also revolve more around the species we hunt and fish and how to properly care for and manage our natural resources. Topics will include: introduction to natural resources, white tail deer, turkey, duck, fish, conservation, dendrology (study of trees), state/national parks, and careers. Other topics/project wildlife identification, archery, survival in the outdoors, tying flies, designing duck calls, geocaching, taxidermy (fish and/or squirrel) and so much more.

Art

450	Art I	1.0 Credit	Year	9, 10, 11, 12
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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 problems and critical thinking skills.

462	Influence Art	.5 Credit	Semester	9, 10, 11, 12
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Influence Art is an art course that delves into the transformative power of art throughout history and explores how art can be a catalyst for positive change in the community and the world. This course focuses on understanding the profound influence art has had on societies and individuals and empowers students to create meaningful art for community causes and social justice initiatives.

Business and Marketing

500	Keyboarding for Everyone	.5 Credit	Semester	9, 10, 11, 12
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Keyboarding is an essential skill for everyone! Whether you are going on to postsecondary 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 postsecondary education and employability skills.

512	Introduction to Marketing	.5 Credit	Semester	9, 10, 11, 12
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Introduction 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, resume and more through classroom instruction, activities, and current events. **Dual Credit, see Appendix page (18) for explanation.**

517	Computer and Internet Applications	.5 Credit	Semester	9, 10, 11, 12
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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 On-line & Research Tools, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Transcribed credit available at Western Technical College. **Dual Credit, see Appendix page (18) for explanation.**

520	Introduction to Business	.5 Credit	Semester	9, 10, 11, 12
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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. **Dual Credit, see Appendix page (18) for explanation.**

College and Career Course

705	College and Career Readiness	1.0 Credit	Year	9
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College and Career Readiness is a class that equips students with the tools to design their own futures, regardless of their postsecondary plans. Students will receive a variety of instructional best practice strategies, ranging from academic skill sets to leadership development. These skills include teaching students how to study, read, write, take focused notes, organize materials, and manage their time effectively.

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|---------------------------|---------------------------|
| 1. Career exploration | 4. Communication Skills |
| 2. Note-taking strategies | 5. Personality Assessment |
| 3. Goal Setting | |

Computer Science

270	Intro to Programming I	.5 Credit	Semester	9, 10, 11, 12
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This course is designed to introduce you to the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and helps students understand why certain tools or programming languages might be utilized to solve particular problems. You will learn computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. You will be introduced to interface design as well as learn about current programming languages to design programs, solve problems, and write programming code.

271	Intro to Programming II	.5 Credit	Semester	9, 10, 11, 12
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Recommendation: Intro to Programming I or Instructor consent.

This course continues the path of Intro to Programming I. Additional programming platforms are used along with additional topics. Topics include case statements, arrays, functions, computer number systems, and boolean algebra.

551	Computer Construction and Maintenance	.5 Credit	Semester	9, 10, 11, 12
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Computer Construction & Maintenance is a course designed to give the learner knowledge on how a computer and the 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.

English Language Arts

230	Theatre I	.5 Credit	Semester	9, 10, 11, 12
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Recommendation: Consent of instructor for Grades 9 and 10

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
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Recommendation: Consent of instructor for Grades 9 and 10

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. This 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.

234	Literacy Through a Equity Lens	.5 Credit	Semester	9, 10
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Equity will explore issues in our society through different forms of literacy, including literary works like novels, poetry, memoirs, non-fiction texts and articles, essays, editorials, media and film. Students will have the opportunity to choose topics of interest in this semester course. Students will work in large-group, small-group, and individual settings throughout the year. Assessments will not be traditional; instead, they will be creative and project-based with multiple options for students. This course is appropriate for students of all abilities. Possible topics include social justice issues, sports, crime, music, gender studies, and technology.

Family and Consumer Sciences

552	Fashion and Fabrics	.5 Credit	Semester	9, 10, 11, 12
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Students will develop and refine sewing skills, learn technical sewing terminology and practice construction techniques while creating easy-to-sew projects. Students will learn how to make fashion their own through the use of patterns, sewing, and creating projects reflecting current fashion fads and trends. This course covers the history and traditions of the global fashion industry - from haute couture design to budget priced mass market apparel. Students will develop an understanding of textile basics, fashion terminology, and apply the elements and principles of design to clothing. Have fun taking what's in your closet and making it new again. Formerly known as Fashion Design.

553	Child Development	.5 Credit	Semester	9, 10, 11, 12
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This course is the study of the development of the child in the areas of physical, emotional, intellectual, and social growth from conception to age three. The primary units of study include child development theories, pregnancy with the use of the Empathy Belly, labor and delivery, teenage pregnancy, caring for infants with the use of the RealCare Baby simulator, guiding and caring for children, health and safety, families today and child-related careers.

Dual Credit, see Appendix page (18) for explanation.

558	Foods for Life	.5 Credit	Semester	9, 10, 11, 12
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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	Housing and Interior Design I	.5 Credit	Semester	9, 10, 11, 12
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This course is the study of how to read and draw floor plans, create room arrangements, coordinate color and design of furniture, window, wall and floor treatments, and plan individualized living spaces while utilizing the principles of design. The final project brings all the learning together when students design their own dream home, calculate the cost of furnishings, and create a long-term plan for decorating. ***Dual Credit, see Appendix page (18) for explanation.**

Health Science

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

Dual Credit, see Appendix page (18) for explanation.

The La Crosse Health Science Academy is a two-year program that will provide thematic instruction, career exploration, job shadows, clinical experience, health science labs, mentoring by health professionals, research, certification, and internship opportunities for students. Please see page 70 in the High School Course Guide.

Math

257	Geometry Extended			
257EXE	Math	1.0 Credit	Year	9, 10, 11, 12
257EXM	Elective	1.0 Credit	Year	9, 10, 11, 12

Geometry Extended students will develop the concepts and relationships involved with geometrical figures. Lessons will be provided that will develop the student's reasoning skills and problem solving using geometrical thinking along with using their algebraic knowledge. This course covers the same curriculum as Geometry but the student has two class periods to learn and comprehend the curriculum. The students have this course for two consecutive periods and 8-period days and one period on EL(block) days. This course allows for additional examples, questioning, collaborative work time, and time to improve their pre-geometry math skills.

260	Algebra II	1.0 Credit	Year	9, 10, 11, 12
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Algebra II includes a review, continuation and extension of the concepts and problem solving experienced in Algebra I and Geometry. Topics such as complex numbers, logarithmic and exponential functions, sequences and series are covered with an emphasis placed on the applications of these Algebra II concepts.

261	Honors Algebra II	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Algebra I and Geometry.

The topics are the same as those in Algebra II, but the emphasis is placed on logic and a more in-depth approach to the concepts and applications of Algebra II.

262	Pre-Calculus	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Algebra II or Honors Algebra II.

This is a prerequisite for AP Calculus and is at an advanced level compared to Algebra III. For those college bound students who may be leaning toward future study in math-oriented areas such as engineering, business, the sciences, and/or mathematics, Pre-Calculus should be chosen. Students will be exposed to more advanced algebra, circular and trigonometric functions, logarithmic and exponential functions, and limits.

266	AP Calculus	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Pre-Calculus

AP Calculus is taught as a college level math course. Topics covered include differential and integral calculus.

Music

101	Band	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Ability to play a band instrument or consent of the 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-curricular groups outside the school day.

102	Honors Band (Logan)	1.0 Credit	Year	9, 10, 11, 12
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Recommendations: Consent of the 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 Symphony or Concert 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-curricular groups outside the school day. ***Students are required to perform a solo or duet and complete two of the following: private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. Consult the director for more details.***

103	Honors Treble Choir (Logan)	.5 Credit	Year	9, 10, 11, 12
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Honors Treble Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse vocal literature in an enjoyable and encouraging environment. Skills required in the one credit choirs are introduced in this course. Honors 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. Honors Treble Choir gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival. ***Students are required to perform a solo or duet and complete two of the following: private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. Consult the director for more details.***

104	Music Theory	.5 Credit	Semester	9, 10, 11, 12
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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, in order 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 with a strong interest in music.

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

112	Bass Choir	1.0 Credit	Year	9, 10, 11, 12
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Bass Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse 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 of 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. Bass Choir gives 2-4 public performances each year. In addition each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival.

114	Treble Choir	1.0 Credit	Year	9, 10, 11, 12
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Treble Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse vocal literature in an enjoyable and encouraging environment. Treble Choir emphasizes the study of 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. All choir students have the opportunity to participate in solo/ensemble festival.

115	Honors Bass Choir (Logan)	.5 Credit	Year	9, 10, 11, 12
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Honors Bass Choir offers students an opportunity to engage in the performance and understanding of distinctive and diverse 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. Honors Bass Chorus gives 2-4 public performances each year. In addition, each choir participates in a clinic, festival, or contest activity. All choir students have the opportunity to participate in solo/ensemble festival. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. ***Students are required to perform a solo or duet and complete two of the following: private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. Consult the director for more details.***

118	Orchestra I	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Ability to play a string instrument or consent of the instructor. All string students should enroll in Orchestra 118 to ensure 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 (a.k.a. Sinfonia at both Logan and Central), 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. All Orchestra students have the opportunity to participate in solo/ensemble festival, and an optional annual field trip is often available.

119	Honors Orchestra I (Logan)	1.0 Credit	Year	9, 10, 11, 12
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Recommendation: Ability to play a string instrument or consent of the instructor. All string students should enroll in Orchestra 118 to ensure 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. Orchestra I (a.k.a. Sinfonia at both Logan and Central), 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. All Orchestra students have the opportunity to participate in solo/ensemble festival, and an optional annual field trip is often available. ***Students are required to perform a solo or duet and complete two of the following: private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. Consult the director for more details.***

120	Orchestra II (Camerata Logan)	1.0 Credit	Year	9, 10, 11, 12
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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 emphasizes 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 II 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.

121	Honors Orchestra II (Honors Camerata Logan)	1.0 Credit	Year	9, 10, 11, 12
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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. Honors 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. Honors Orchestra II emphasizes 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. Honors Orchestra II gives several public performances throughout the academic year. In addition, Honors Orchestra II students also participate in a clinic, festival, or contest activity, as well as the opportunity to perform in solo/ensemble festival. Students would be required to complete three of the following: solo performance; private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. ***Students are required to perform a solo or duet and complete two of the following private lessons; ensemble performances outside of school; written projects; and/or mentoring projects. Consult the director for more details.***

117	Modern Music Ensemble ~ Rock Band	.5 Credit	Semester	9, 10, 11, 12
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Recommendation: Some basic knowledge of guitar or keyboard or consent of the instructor. Rock music has been a prominent cultural force for decades, and it remains a vital form of artistic expression. Through hands-on experiences, students will develop the ability to express themselves musically, through playing guitar, bass, drums, keyboards, or as vocalists. The course will focus on giving students an opportunity to form a band, rehearse as a band, and perform as a band. Students will learn the form of popular music and perform songs that have already been written. The culminating project will be performance based. Students do not need to be well versed in any of these instruments, but a basic knowledge is helpful.

Technology Education

551	Computer Construction and Maintenance	.5 Credit	Semester	9, 10, 11, 12
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Computer Construction & Maintenance is a course designed to give the learner knowledge on how a computer and the 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 CAD and Architecture	.5 Credit	Semester	9, 10, 11, 12
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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.

Dual Credit, see Appendix page (18) for explanation.

609	Introduction to Engineering Design (PLTW)	1.0 Credit	Year	9, 10, 11, 12
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A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

Dual Credit, see Appendix page (18) for explanation.

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

641	Launching into Aviation	.5 Credit	Semester	9, 10, 11, 12
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An introductory course into the world of aviation. In this one semester class, students will gain a foundational understanding of all aspects of flight. Through a partnership with the Driftless Region Youth Flight, students will explore career paths and opportunities in aviation, history of aviation, basic aerodynamics, meteorology, physics, airplane instruments, aviation charts, navigation, weight and balance, and the prediction of airplane performance.

World Language

160	Spanish I	1.0 Credit	Year	9, 10, 11, 12
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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.

162	Spanish II	1.0 Credit	Year	9, 10, 11, 12
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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.

131	Spanish Literature	1.0 Credit	Year	9
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This course is designed for Spanish Immersion students and or Heritage and native speakers entering High School. The year-long course combines Spanish grammar concepts currently in Spanish levels two and three. These grammar concepts will be explored through literature with extensive vocabulary acquisition through Hispanic classic and contemporary literature. This course will be conducted entirely in Spanish. All the modes of communication will be practiced in this course.

140	Hmong I	1.0 Credit	Year	9, 10, 11, 12
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The Hmong I course introduces the student to various aspects of the language and Hmong culture. Emphasis is placed on communication skills of speaking and listening. Students will begin to use the target language immediately and learn vocabulary. An awareness and understanding of cultures will be developed via Hmong history, geography, and as contemporary life is studied.

176	German I	1.0 Credit	Year	9, 10, 11, 12
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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	1.0 Credit	Year	9, 10, 11, 12
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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. German fairy tales will be read

190	Chinese I	1.0 Credit	Year	9, 10, 11, 12
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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 150 characters as a means to understand an elementary text of Chinese reflecting social activity. Topics include geography, Chinese society, and cross-cultural issues.

Additional Elective

235	Yearbook Production	1 Credit	Year	9, 10, 11, 12
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Recommendation: Application process and consent of instructor

Yearbook Production is a course designed to teach students layout, design, copy editing, photography, graphics, and advertising/finance, with the final product of the year-long course being the actual production of the school yearbook. This course earns elective, not English, credit.

Appendix

Earning college credit while in high school is a valuable opportunity!

Courses labeled Transcribed Credit and/or Concurrent Enrollment or Dual Credit may provide this opportunity for students to earn college credit while in high school.

Please Note: Transcribed Credit and/or Concurrent Enrollment or Dual Credit agreements with technical colleges and universities are subject to change per course from one school year to the next. For this reason, it is important that students consult with their school counselor when registering for courses with the intent to earn college credit.