

Middleton High School



Course Offering
Book
2012-2013

Mission Statement

“Middleton High School is a learning community that fosters intellectual growth and habits of commitment, reflection, wellness and wonderment, developing citizens who make a living, a life, a difference.”

A message from the Principal . . .

In order for our school community to fulfill its mission, Middleton High School needs to be an environment that is both compassionate and challenging, a culture in which students are valued as individuals and stretched to achieve their full potential. It is my hope that this course selection book will assist families in their efforts to create such an environment - by selecting courses and experiences that helps each student realize his/her hopes and dreams.

Students - please keep in mind the following advice:

- Challenge yourself! Take the most challenging course load you think you can manage – while maintaining a balance between school, home and co-curricular obligations.
- Plan ahead. Use the 4-year planning guide included in this booklet to plan out your course of study. This includes upper-class students who should be making course selections aligned with post-graduate plans.
- Choose carefully. During your four years at MHS you will have many opportunities to explore your interests (4 years * 7 courses per year). Please use great care when selecting courses – schedule changes will not be granted based on student preference. The course selection choices you make in January/February determine which courses will and will not be offered next year. Courses with low enrollment will be dropped and a second choice course will be added to your schedule.

Dr. Denise Herrmann, Principal
Middleton High School

Middleton-Cross Plains Area School District Non-Discriminatory Statement

The Middleton-Cross Plains Area School District is committed to equal educational opportunity for all students/employees in the district.

It is the policy of the Middleton-Cross Plains Area School District, pursuant to s.118.13, WI Stats., and PI 9 that no person, on the basis of sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, learning disability or handicap, may be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, co-curricular, pupil services, recreational, or other program. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The Middleton-Cross Plains Area School District has adopted a policy and procedure on nondiscrimination. If you believe the District is discriminating against one of the protected classes listed above, please obtain a copy of the policy, procedure and complaint form from the District Administrative Center. Questions or concerns regarding non-discrimination should be directed to the Director of Student Services, District Administrative Center, 7106 South Avenue, Middleton, Wisconsin 53562, (608) 829-9000.

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Registration Policies

Registration Deadlines

Students must have registration materials completed by January 31st for online registration. Online registration will be completed in assigned classes. All course selection forms must include a parent/guardian signature; students will not be allowed to register without a signed form.

Note: Any student who does NOT register by the established deadline will have a program of courses selected by a counselor.

Minimum Credit Load

Every MHS student must be registered for at least 2.5 credits per semester at MHS to be considered a full time student unless otherwise defined via IEP, 504 Plan, or At-Risk Plan.

Changing a Schedule

Any student wishing to request a schedule change must do so by completing the form available in the Student Services Office. The form must be completed and returned by the dates indicated in the Middleton High School Calendar of Events.

Forms will be reviewed by the school counselors and administration. Your school counselor will contact you shortly thereafter to let you know the outcome of your request.

The criterion for schedule changes is as follows:

- Graduation requirement (**12th only**)
- College Admission requirement (**11th & 12th only**)
- Career pathways requirement (**11th & 12th only**)
- Failure/repeat a class (**10th-12th only**)
- Lunch – medical need (**note: documentation from doctor of record must be attached to this form**)
- Irresolvable conflict with teacher in previous school year (9th-12th; please note that this must have been documented with your school counselor & a *Plan for Academic Assistance* put into place)
- Student tutor assignment

Dropping a Class

A student may drop a course without penalty after 6 school days to the sixth week (30 school days) of the semester as long as it does not put the student below a full-time program of 2.5 credits. Students are encouraged to carefully consider their course options prior to registration. It is important that students are exposed to new courses and related career possibilities as well as to understand the expectations of a class prior to dropping the course. Therefore, **there will be no course drops considered until after the first six days of classes.**

Auditing a Class

Students who are interested in auditing a course must meet the following conditions and have the appropriate signatures for approval. Any questions should be directed to your School Counselor.

A student may audit a course provided that the following criteria are met:

- There is **space available** in the course that the student is requesting to audit (students who are enrolled in a course may not change to audit if the course has more than the maximum recommended number of students).

- The course is not an AP or Honors course.
- The audited course is taken in addition to a full-time program (minimum of 5 classes).
- The request to audit the course is made **prior to the end of the first 6 weeks of either semester.**

Students who audit a course are required to meet all course expectations, including:

- Daily attendance
- Daily homework
- Class participation
- Test completion
- All work included on the course syllabus (projects, papers, etc.)

Additional expectations for students who audit a course:

- Any disruption or non-compliance of the above expectations may result in the student being withdrawn from the course.
- Audits may NOT be dropped after the sixth week.
- Satisfactory completion of an audit will result in a grade of “AU” being recorded on the student’s permanent record.
- **If a student does NOT fulfill the audit expectations, they will receive a “W” on their permanent record.**

Retaking a class

A student who has received an “F” in a course may retake that course unless otherwise specified in the course description. This option does not require filling out a Retake Form.

A student who has received a “D” in a course may choose to retake or audit that course. This requires the student to complete a Retake Form or an Audit Form available in the Student Services Office prior to the start of the course. If a student re-takes the course, both grades will be listed on the permanent transcript and averaged into the cumulative grade point average. However, credit will be awarded just once. (See previous section for information regarding auditing a course.)

If a course is to be retaken somewhere other than at Middleton High School (e.g. summer school, correspondence courses, Madison College, etc.) prior approval is needed from Student Services.

Coursework Taken Outside of MHS

All outside classes must be approved in advance of starting the class; see your school counselor to complete the appropriate paperwork. This paperwork must be completed prior to starting class. Classes taken prior to the first day of 9th grade will be used for placement but will not receive high school credit.

Early Graduation

A student may graduate at the end of the semester in which all credit and course requirements have been fulfilled. Students graduating mid-year may participate in the spring commencement ceremony. Students must inform their school counselor and the graduation coordinator.

Senior Release: Students in good standing may substitute a senior release period for a study hall. See the student handbook for more information.

Grade Level Placement

The Middleton-Cross Plains Area School District Board of Education has established that a diploma will be awarded to any student who graduates earning 23.25 (24 credits for class of 2015 and beyond) credits and meets all requirements. All graduation requirements must be successfully satisfied prior to the date of graduation in order for a student to participate in commencement exercises.

Promotional Policies

Students will be classified by grade level according to cohort / years of study. Placement of transfer students is temporary until official records have been received and transcribed from previous schools of attendance.

Classification	Cohort Group
9th Grade	first year of high school
10th Grade	second year of high school
11th Grade	third year of high school
12th Grade	fourth and subsequent years of high school

Middleton High School Graduation Requirements

Requirements for Class of 2013 and 2014		Requirement Area	Requirement for Class of 2015 and beyond	
4.0 total = 1 credit 9 th grade English + 1 credit 10 th grade English + 0.5 credit speech related class + 1.5 other English electives credit		English <i>- no change</i>	4.0 total = 1 credit 9 th grade English + 1 credit 10 th grade English + 0.5 credit speech related class + 1.5 other English electives credit	
3.0 total = 1.0 Social Studies 9 (world history) 1.0 Social Studies 10 (United States history) 1.0 other Social Studies electives		Social Studies <i>- no change</i>	3.0 total = 1.0 History of the Modern World, 0.5 Contemporary US History, 0.5 US Government & Politics, Electives: 0.5 Social Scientist, 0.5 Global Citizen	
0.5 course which includes personal, family, community, and environmental health		Health <i>- no change</i>	0.5 course which includes personal, family, community, and environmental health	
1.5 total = 0.5 Fitness Found. 9 + 1.0 other PE courses taken over two different years		Physical Educ. <i>- no change</i>	1.5 total = 0.5 Fitness Foundations 9 + 1.0 other PE courses taken over two different years	
2.0 credits		Mathematics <i>- increase</i>	3.0 credits through Algebra II (equivalent) or higher	
2.0 credits		Science <i>- increase</i>	3.0 credits = 1 life science, 1 physical science, 1 other science course	
Not required for all, part of option B (3 credits world language)		World Language <i>- from credits to proficiency level</i>	Not required for all, part of options B (through level III proficiency)	
Not required		Financial Literacy <i>- new requirement</i>	0.5 credits either as separate MHS course (Personal Finance; Family Financial Literacy; or Economics), on-line course or pass proficiency exam. Course must be completed during junior or senior year.	
OPTION A 2.0 credits (1.0 CTE and 1.0 Fine Arts)	OPTION B 4.0 credits (3.0 World Lang, 0.5 CTE, 0.5 Fine Arts)	Additional Required Courses	OPTION A 2.0 credits (1.0 CTE and 1.0 Fine Arts)	OPTION B 4.0 credits (proficiency level III World Lang, 0.5 CTE, 0.5 Fine Arts)
OPTION A 8.0 credits	OPTION B 6.0 credits		OPTION A 6.0 credits	OPTION B 4.0 credits
0.25 credits		Advisory	0.25 credits	
Not required		Service Learning <i>-new requirement</i>	40 hours = 10 hours per year	
Not required		E-Portfolio <i>- new requirement</i>	Successful completion of 4-year portfolio	
Not available		Endorsement <i>- new option</i>	Option for all interested students	
23.25 credits		TOTAL CREDITS	23.75 credits	

4 Year Planning Worksheet Class of 2013 – 2014

Grade 9 Courses - Semester 1	Credits		Grade 9 Courses - Semester 2	Credits
<i>English</i>			<i>English</i>	
<i>Social Studies 9</i>			<i>Social Studies 9</i>	
<i>Math</i>			<i>Math</i>	
<i>Science</i>			<i>Science</i>	
<i>Physical Education 9</i>			<i>Physical Education 9</i>	
Grade 10 Courses - Semester 1	Credits		Grade 10 Courses - Semester 2	Credits
<i>English</i>			<i>English</i>	
<i>Social Studies 10</i>			<i>Social Studies 10</i>	
<i>Math</i>			<i>Math</i>	
<i>Science</i>			<i>Science</i>	
<i>Health or Physical Education</i>			<i>Physical Education or Health</i>	
Grade 11 Courses - Semester 1	Credits		Grade 11 Courses - Semester 2	Credits
<i>Speech</i>			<i>English</i>	
<i>Social Studies</i>			<i>Social Studies</i>	
<i>Physical Education</i>				
Grade 12 Courses - Semester 1	Credits		Grade 12 Courses - Semester 2	Credits
<i>English</i>			<i>English</i>	

4 Year Planning Worksheet Class of 2015 and beyond

Grade 9 Courses - Semester 1	Credits		Grade 9 Courses - Semester 2	Credits
<i>English 9</i>			<i>English 9</i>	
<i>Social Studies/History of the Modern World</i>			<i>Social Studies/History of the Modern World</i>	
<i>Math</i>			<i>Math</i>	
<i>Science</i>			<i>Science</i>	
<i>Physical Education 9</i>			<i>Physical Education 9</i>	
Grade 10 Courses - Semester 1	Credits		Grade 10 Courses - Semester 2	Credits
<i>English</i>			<i>English</i>	
<i>Social Studies/Contemporary U.S. History</i>			<i>Social Studies/**U.S. Government & Politics</i>	
<i>Math</i>			<i>Math</i>	
<i>Science</i>			<i>Science</i>	
<i>Health or Physical Education</i>			<i>Physical Education or Health</i>	
Grade 11 Courses - Semester 1	Credits		Grade 11 Courses - Semester 2	Credits
<i>Speech</i>			<i>English</i>	
<i>Social Studies</i>			<i>Social Studies</i>	
<i>Math</i>			<i>Math</i>	
<i>Science</i>			<i>Science</i>	
<i>Physical Education</i>			<i>*Financial Literacy</i>	
Grade 12 Courses - Semester 1	Credits		Grade 12 Courses - Semester 2	Credits
<i>English</i>			<i>English</i>	

* Must be completed during junior or senior year

** A semester of U.S. Government & Politics must be completed prior to graduation

Service Learning at MHS

Components of Service Learning: Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In short, service learning contains three essential pieces:

1. Meaningful community service to students and the community
2. Connected to the curriculum
3. Students are involved in process & reflection

*NOTE: Service learning is NOT the same as community service! Service learning is the combination of service work (like community service) and learning to bring an element of service to the curriculum. It is **different** from community service in that it must have learning goals that relate to the curriculum and planning and reflection components.

Service Learning Requirement: Starting with the class of 2015, the service learning graduation requirement is 40 total hours of service learning by graduation. In order to ensure students meet this goal, he/she must have a minimum of 5 hours per year.

Service Projects: A number of classes at MHS offer the opportunity to participate in service learning projects. Courses which offer this opportunity are listed below and are also listed throughout the course book. NOTE: These classes offer the *opportunity*; however, students must choose to participate. In *any* class, service learning opportunities may arise as the course progresses. Independent service learning projects are also allowed and must be pre-approved.

Department	Course	# of Service Learning Hours offered
Art	Yearbook 1-4	0-5
Business, Marketing & Service Technology	Advertising and Sales	2
Business, Marketing & Service Technology	Digital Media Design & Productions	0-5
Business, Marketing & Service Technology	Visual Presentations & Technology and Advanced Visual Presentations & Technology	10-15
Engineering	Digital Electronics	0-10
Engineering	Civil Engineering & Architecture	0-10
Engineering	Introduction to Engineering Design	0-10
Engineering	Principles of Engineering	0-10
Family and Consumer Sciences	Assistant Child Care Teacher (ACCT)	0-15
Family and Consumer Sciences	Cardinal Café	0-15
Family and Consumer Sciences	Culinary Arts I & II	0-10

Department	Course	# of Service Learning Hours offered
Family and Consumer Sciences	Global Foods	0-10
Family and Consumer Sciences	Infant/Toddler Certification	0-10
Family and Consumer Sciences	Serve, Lead, & Learn	0-15
Library Media Center	Independent Study	10
Math	Geometry	0-2
Music	Symphony Orchestra	5-15
Music	Cardinal Orchestra	5-10
Music	AP Music	0-2
Music	History of Pop Music: R&R	0-2
Music	History of Pop Music: Etc	0-2
Music	Philomusica (co-curricular)	5-10
Physical Education	Ropes	0-2
Physical Education	Fit for Life	0-2
Physical Education	PESC I & II	0-2
Physical Education	Lifeguard Training	0-2
Physical Education	Water Safety Instruction	0-5
Physical Education	Just for the Health of it	0-2
Health	Health & Wellness	0-2
Science	AP Environmental Science	7-9
Science	Biomedical Innovations	0-10
Science	Climate Science & Policy	7-9
Science	Human Body Systems	0-10
Science	Medical Interventions	0-10
Science	Principles of Biomedical Science	0-10
Science	Water Use & Pollution	7-9
Social Studies	AP Comparative Government	0-5
Social Studies	AP European History	0-5
Social Studies	AP Psychology	0-5
Social Studies	Diversity in the Human Experience	2-5
Social Studies	Environmental Studies: Water Use and Pollution	4-5
Social Studies	Environmental Studies: Climate, Science, and Policy	4-5
Social Studies	International Relations	0-5
Social Studies	Issues in Global Development	0-5
Social Studies	U.S. Government & Politics	0-5

Advanced Placement (AP) and Dual Credit Options

Advanced Placement (AP)

AP courses are college level courses taught in high school following a specified curriculum. If the student passes an AP exam (approximate cost is \$90), many colleges grant college credit. If a student participates in an AP exam, the

student is responsible for exam fees. Students who receive free/reduced lunch are eligible for a fee waiver. Please see your school counselor for more information.

Middleton High School offers AP courses in the following subjects: **Biology, Calculus AB, Calculus BC, Chemistry, Comparative Government, Environmental Science, European History, Language & Composition, Literature and Composition, Music Theory, Physics, Psychology, U.S. History, and Statistics.**

Dual Credit

Articulated courses refer to aligning high school and postsecondary curricula to create opportunities for high school students to take college level course work. Students get a head start on earning college credits while continuing to fulfill high school graduation requirements. There are two main types of articulated courses and they are described below:

Advanced Standing: The application of the credit is delayed until students enroll in the sponsoring college. Once enrolled in the college, credit is granted and students begin in a higher level course.

Dual Credit: Also referred to as transcribed credit. This is when students are earning credit from the sponsoring college directly. Credit is earned in both the high school and the college at the same time. The credit is put on a transcript from that college and it is transferable to other colleges that will accept it.

Cooperative Academic Partnership Program (CAPP)

The Cooperative Academic Partnership Program (CAPP) at the University of Wisconsin Oshkosh provides academically able high school students an opportunity to earn college credits while still in high school – thereby decreasing time to graduation. All courses offered through CAPP are regular course offerings at the University of Wisconsin Oshkosh. They are the same courses typically taken by UW Oshkosh students during their first year. University faculty work directly with high schools to ensure that CAPP courses taught in participating high schools maintain standards identical to those of sections taught on the University of Wisconsin Oshkosh campus. Students who register and successfully complete courses offered through CAPP earn University of Wisconsin Oshkosh credit, verified by an official transcript.

The purposes of CAPP are to:

- Offer the opportunity for academically qualified students to test the rigors of university coursework.
- Offer a head start on college by providing academic credit which will facilitate subsequent studies and helps set students apart from other college applicants.
- Provide a gradual introduction and transition to university study and facilities.

Registration guidelines for the 2012 - 2013 school year are as follows:

JUNIORS and SENIORS need to meet ONE of the following requirements:

- 3.25 GPA (and above) on a 4.0 scale
- Current rank in the second quarter of their high school class and a minimum ACT of 24 or higher.
- Upper 25% of their class

Please note: For exceptional students who do not qualify under the above guidelines, a Teacher Recommendation Form can be submitted to the CAPP Office for review, along with a completed Registration Form. *One completed form per course is required.*

MHS COURSE TITLE	UW-Oshkosh COURSE TITLE	MHS COURSE LENGTH	UW-Oshkosh COURSE #	CREDITS
Economics	General Economics: Principles of Economics	Semester	206	3 credits
French V	Fourth Semester French for CAPP Programs	Year	248	5 credits*
German V	Fourth Semester German for CAPP Programs	Year	248	5 credits*
Spanish V	Fourth Semester Spanish for CAPP Programs	Year	248	5 credits*
Personal Finance	Personal Finance	Semester	231	3 credits
Principles of Marketing	Pending	Pending	Pending	Pending

*(11-13 additional credits may also be earned upon enrollment in the UW system if a grade of A or B is earned both semesters)

Cost

Tuition is based upon the number of credit hours for a particular course. The per-credit tuition amount is determined by the University of Wisconsin System and changes annually. CAPP students pay one half the per credit tuition rate. Each school district establishes its own policy relative to student payment of tuition and books. 2012-2013 costs have not been determined by the UW Board of Regents. For informational purposes, 2011-2012 costs are provided

2011 - 2012 TUITION COST

\$294.47: full UW Oshkosh per credit tuition

\$126.89: CAPP per credit tuition

CAPP PER COURSE COST

\$380.67 – 3 credit course

\$507.56 – 4 credit course

\$634.45 – 5 credit course

Youth Options Program

The Youth Options Program was established to allow eleventh and twelfth grade pupils to enroll at an institution of higher education in Wisconsin to take courses that lead to credit toward high school graduation. Grades earned at a post-secondary institution will count in the high school GPA because the district is paying for the courses. School policy does not permit a student who has participated in the Youth Options Program to decide after the fact and based on the result of the class to reimburse the school district and not have the class count toward the school GPA calculation.

The Middleton-Cross Plains Area School District is required to pay for a course taken by a high school student at a post-secondary institute if that student has exhausted the courses offered in the school district.

If you wish to participate in the Youth Options Program:

- Discuss your plans with your school counselor.
- Pick up a Youth Options Application from the Student Services Office.
- You must submit your form by **March 1** for first semester courses and **October 1** for second semester courses. The form must be submitted to the Student Services Office by these dates.
- Keep in mind that institutional entrance requirements apply. If you have any questions, please contact your high school counselor at 829-9917.

Note: The Youth Options grade could affect consideration for certain scholarships including the Academic Excellence Scholarship.

Youth Apprenticeship Opportunities

The Youth Apprenticeship Program is a unique opportunity for juniors and seniors to begin preparing for a career while still in high school. The one or two year program provides the opportunity to “learn on the job.” As a youth apprentice, students will earn an hourly wage, train with professionals in the field, and earn credits for high school. In addition, advanced standing credits can be earned upon entering a technical college in the State of Wisconsin.

Apprenticeship students are supported by CTE Co-op teachers. This is open to juniors and seniors; it includes specialized training, typically provided through Madison College but not offered at MHS. Apprenticeship students are required to provide their own transportation and to find a job.

Apprenticeship applications can be found on-line at www.dcsc.org. Consult with the School-to Career Coordinator in the Administrative Office regarding applications, acceptance to the program, or for general information.

Apprenticeship programs exist in the following areas (also see department flow charts for more information).

Business/Marketing

- *Finance*: Students learn the principles, marketing, and operations associated with depository institutions. They also study business law for depository institutions.
- *Information/Computer Technology*: Students are exposed to a wide variety of technical experiences in computer fundamentals, and program management. They also learn hardware and troubleshooting, and networking and programming fundamentals.

Technology Education

- *Agricultural Production*: Core studies include farm machinery safety and maintenance, mechanics and facilities, grain and forage production. They also learn crop scouting weeds, insects and disease of agronomic crop, herd management and milking techniques, farm business and computer applications
- *Architecture and Engineering*: Students develop drafting and design skills.
- *Automotive Technician*: Students learn automotive servicing orientation; electrical, brakes, engine, suspension, and steering systems.
- *Manufacturing/Plastics*: Students explore materials and processes such as testing, recycling, molding, forming, coating, and casting. Manufacturing organizations and quality initiatives are also addressed.

Family and Consumer Sciences

- *Biotechnology*: Students develop skills and techniques essential to laboratory and technical competencies.
- *Health Services*: Students learn health facility operations and the fundamentals of client care. They provide “hands on care,” such as therapeutic or diagnostic services, and can also specialize in an area such as Pharmacy Technician, Protective Services, or Fire Safety.
- *Tourism/Hospitality*: Students learn the foundational skills and develop competencies in the areas of customer service, marketing, sales, public relations, human resources, management operations, and fiscal resources. They also receive training in special events, banquet and conventions services.

Post High School Requirements

University of Wisconsin System Requirements

1. Four requirement areas must be satisfied for admission to the University of Wisconsin system: high school graduation, a specific course pattern, cumulative grade point average, and ACT or SAT test scores.
2. Individual campus admission requirements vary greatly and change frequently. Basic requirements for all UW-System institutions are below; some institutions may also require foreign language credit. Students should access the UW Help website or the websites of individual schools for the most current admission information.
3. In general, most students will be required to take the ACT or SAT in the spring of their junior year.

Currently UW-Madison and many other colleges require students to complete the writing portion of the ACT. It is very important that students meet with their counselor during their junior year to discuss specific campus requirements. Juniors will meet with their counselors during Student Planning Conferences during second semester and are strongly encouraged to see their counselor throughout junior year.

Subject Area	MHS Graduation Requirements	UW System Admission Requirements
English	4 credits	4 or more credits
Math	2 credits (3 credits for 2015 & beyond)	3 or more credits (Alg. II or higher)
Science	2 credits (3 credits for 2015 & beyond)	3 or more credits
Social Studies	3 credits	3 or more credits
Electives	2-4 credits Option A or B	4 or more from additional core or foreign language, fine arts, computer science, and other academic areas

Private and Out-of-State College Requirements

1. When considering private or out-of-state schools, students are urged to consult their school counselor.
2. The Student Services Career Resource Center maintains a library of current college catalogs, and school counselors are available to assist students to take advantage of this resource.
3. Students should take ACT / SAT in the spring of their junior year.

Technical College Requirements

There are a variety of one and two-year programs available to students at technical schools in and out of Wisconsin. The Wisconsin Technical College System has a wide range of post-secondary opportunities available to students. Madison Area Technical College (MATC) offers some of the most popular programs in the areas of Automotive Technology, Graphic Design, Health Care, and the Liberal Arts Transfer Program. Each area has a number of different programs with different entrance requirements. See the MATC website at www.matcmadison.edu and/or visit with your school counselor to discuss potential opportunities.

All Wisconsin technical colleges have the following entrance requirements:

1. High school diploma or equivalent
2. Completed application, due by **the third Monday in October**, with the nonrefundable application fee sent from Middleton High School Student Services office.
3. Testing: Some programs, such as the Nursing program, require the ACT be submitted with the application. Most programs require students to take the COMPASS test to identify a student's writing, reading and math skills.
4. The student is encouraged to discuss career planning with his/her counselor.

Apprenticeship Programs

Students interested in apprenticeship programs following high school should inquire about the programs with their school counselor. Apprenticeship opportunities are available in areas such as: electrician, plumbing, and cosmetology.

NCAA Requirements

Students planning to participate in sports at the post-secondary level need to register with the NCAA Clearinghouse after completion of their junior year. Registration should be completed on-line at www.eligibilitycenter.org. Students are advised to include NCAA on **your** ACT/SAT registration form using code 9999. Upon completion of their junior year, students should request, through www.parchment.com, to have a copy of his/her transcript sent to the Clearinghouse.

Remember that high school graduation requirements differ from the course requirements to be eligible for Division I or II sports in college. Please refer to the "Guide for the College Bound Student-Athlete" that can be found at the website listed above to understand core area requirements. In addition, it is the student's responsibility to enroll in the NCAA-

approved courses; a list of approved courses can also be found at the eligibility center. If you have additional questions, please see your School Counselor.

Note: High school graduation requirements and the course requirements to play Division I or II sports in college differ. See your school counselor for specific information.

Freshmen
Advisory
Grade 9

Destinations
Grades 9-12

Independent
Study
Grades 11-12

Student Tutor
Grades 11-12

Advisory

Destinations

Art

English

Math

Science

Engineering and Technology Education

Other Departments by Request

Elementary School (Pilot Project)

NON-DEPARTMENTAL COURSES

Non-Departmental Courses

Freshmen Advisory

Credit: 0.25

Quarters 1-3

Prerequisites: All first-year freshman students will automatically be enrolled in Freshman Advisory

The purpose of Freshman Advisory is to foster intellectual growth and habits of commitment by developing closer relationships between staff and students, coordinate services, facilitate communication (student-teacher-parent), provide an adult contact, and most importantly, personalize each student's experience at Middleton High School.

As an advisory group of students and an advisor, the following themes will be explored in daily advisory periods:

(1) CREATING A SENSE OF BELONGING - Transitioning from Middle School to High School, Changing Roles and Expectations, Orientation to Middleton High School, and Creating Community and Team Building.

(2) DEVELOPING SELF - Skill Assessment and Learning Style Recognition, Study, Time Management and Decision-Making Skills, Health and Wellness, Setting, Monitoring and Evaluating Goals: Personal and Academic, and Self-Reflection and Self-Evaluation.

(3) MAKING A LIVING, A LIFE, A DIFFERENCE - Roles, Responsibilities and Relationships, Service-Learning; and Employability Skills.

Note: Subject to change

Destinations

Credit: 0.5 or 1.0

Semester or Year Course

Prerequisites: Grade level 9 and Student Support or Counselor/staff recommendations.

Destinations is designed to offer support to students in a traditional high school setting. This support is designed to help students transition and be successful in their total high school experience. The focus of the class is to develop life skills, study skills, self-awareness, and personal responsibility. Guided study time is also provided. Students interested in Destinations should consult with their school counselor and/or the Destinations teachers to determine if the class is appropriate for them.

Independent Study

Credit: 0.5 or 1.0 (Elective)

Semester or Year Course

Prerequisites: Completion with above average grades of all course work in a given area. Grade level 11 or 12 except in uniquely unusual circumstances plus a written application and approval of the Independent Study Committee.

Independent Study is a semester or year of credit developed to provide an opportunity for significant growth, experience, and enrichment in a curriculum area, which goes beyond the present course offerings. Such credit will be achieved through a curriculum jointly planned by the student and teacher to include a final project, performance, or report that may be reviewed by the independent study committee. This study must be contracted between a student advanced in a given area and a teacher and may replace a regularly scheduled class.

Note: A student must make written application for Independent Study (by May 15th for semester 1 and December 14 for Semester 2.) Applications are available in the Student Services Office along with specific guidelines detailing this program. An Independent Study course may be designed for any curricular area. A student should not register for Independent Study on the registration sheet. An adjustment to the registration and student schedule is made after committee approval is received for the Independent Study course.

Student Tutor

Credit: 0.5 or 1.0

Semester or Year Course

Prerequisites: Grade 11, 12

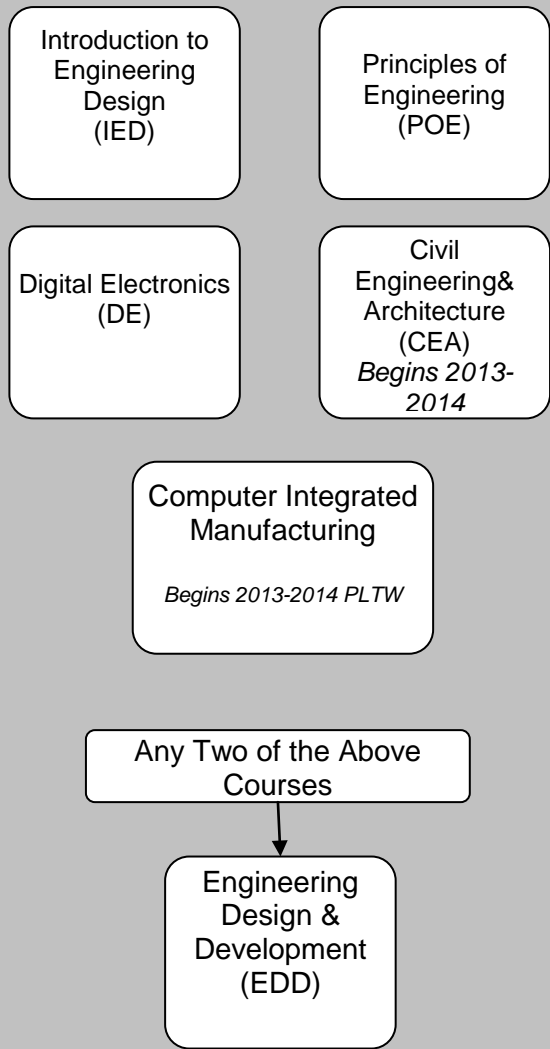
Juniors and seniors in good academic standing can opt to provide assistance for underclassmen in classes and Advisory. Student tutors in these courses will become role models, coaches, and resources for underclassmen. A strong academic background in at least one subject area is required. Tutors must also be willing and committed to helping other students reach their academic goals. All tutors must complete a two hour training workshop. Workshops are offered in May, August, and January or by special appointment with

the Service Learning Coordinator. Pilot projects placing experienced tutors in elementary schools or as Peer Support in the high school will also be explored.

PROJECT LEAD THE WAY
BIOMEDICAL SCIENCE



PROJECT LEAD THE WAY
PATHWAYS TO ENGINEERING



Global Academy-Project Lead the Way (PLTW)

The Global Academy is a new school sponsored by a consortium of local school districts to offer programs not currently available in their high schools. The Middleton-Cross Plains Area School District (MCPASD) has joined these other districts to offer programs in Biomedical Sciences and Engineering. For more information about MCPASD's involvement in the Global Academy, visit the district website.

Global Academy courses are rigorous project based that are also focused on career preparation. These courses will be taught at Middleton High School and they are all part of Project Lead the Way (PLTW) programming.

PLTW middle and high school STEM education programs provide the inspiration for a new generation of innovators, the practical skills and hands-on experience to make students' knowledge count in the real world, and the basis for the next generation of leadership in the sciences, technology, engineering, and mathematics.

PLTW develops motivated, well-rounded students by instilling confidence, stressing the importance of self-discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity. Students will develop skills essential for achievement in the classroom and success in college and at work. Additionally:

- PLTW students achieve significantly higher scores in reading, mathematics, and science.
- PLTW graduates earn higher GPA's as college freshmen and stay in school.
- PLTW graduates are 5 to 10 times more likely to study STEM related fields.

Project Lead the Way is a non-profit organization focused on introducing and preparing high school students for Biomedical, Engineering and Technical careers of the future. PLTW forms partnerships with public schools, higher education institutions and the private sector to increase opportunities for students in engineering and technical fields.

Particularly, PLTW provides a high rigor, project-based curriculum meeting national science and math standards, professional development for teachers and guidance counselors and a comprehensive national support network. PLTW courses are accessible to ALL students, and the initial biomedical courses expose students to multiple career options in the biomedical arena. All of the courses are based on problem-solving, teamwork, communication and leadership as the students also build the math, science and technology skills to prepare for and succeed in tomorrow's careers.

BIOMEDICAL SCIENCE

Project Lead the Way provides numerous courses in Biomedical Science. These courses are provided through the MHS Science Education Department. Please refer to this section for information on the following engineering courses. All biomedical courses can be taken for dual credit.

- Principles of the Biomedical Science (PBS)
- Human Body Systems (HBS)
- Medical Interventions (MI)
- Biomedical Innovations (BI)

PATHWAYS TO ENGINEERING

Project Lead the Way also provides numerous courses in engineering. These courses are provided through the MHS Engineering and Technology Education Department. Please refer to this section for information on the following engineering courses. All engineering course can be taken for dual credit.

- Introduction to Engineering Design (IED)
- Principles of Engineering (POE)
- Digital Electronics
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Aerospace Engineering
- Engineering Design and Development (capstone course)

Online Course Offerings

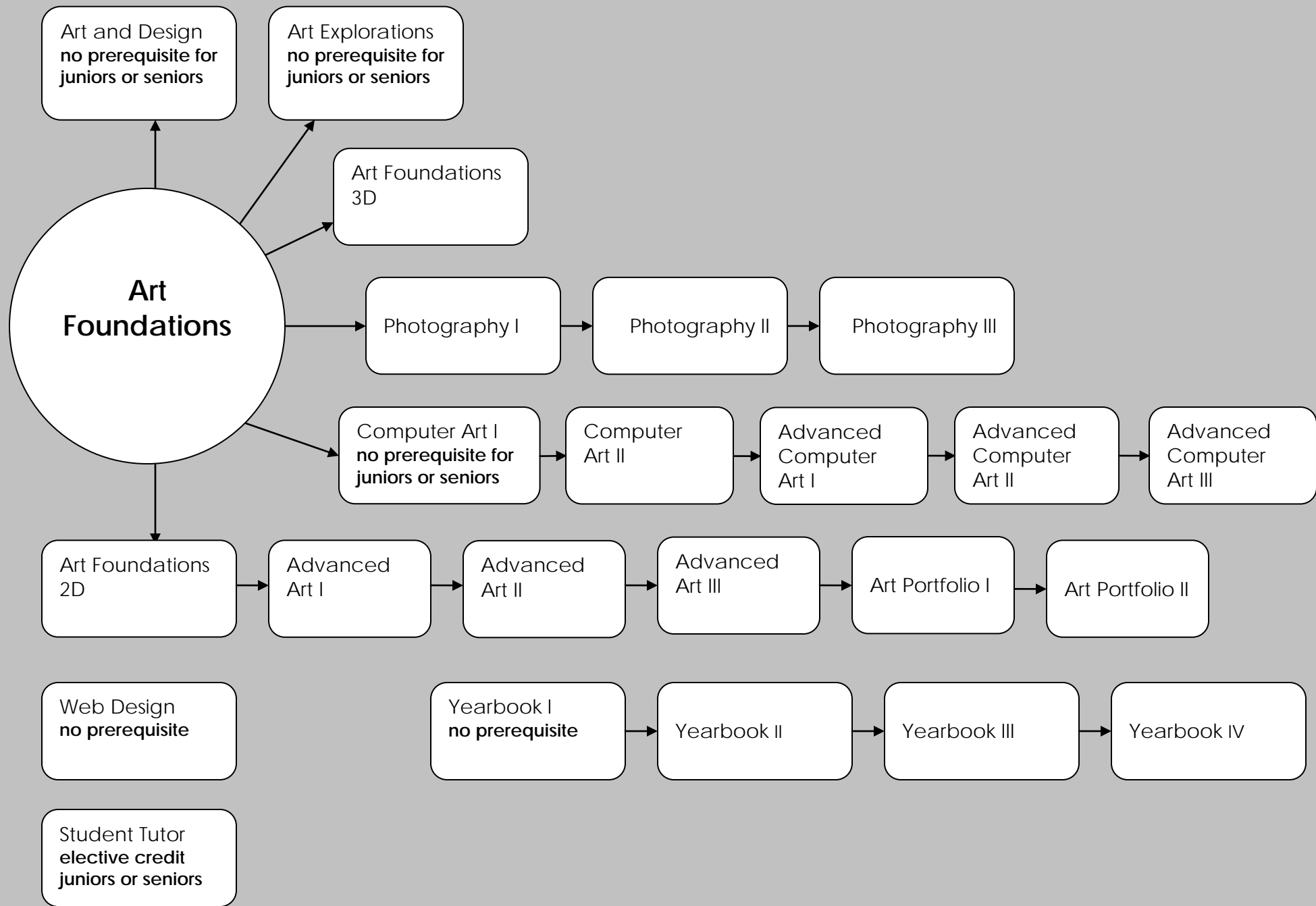
In 2012-13, students will again be able to take up to two classes per semester in an online environment. Students interested in taking online courses should consider this decision carefully and should discuss this with their parents/guardians and school counselor prior to registering for any online classes. Online courses can offer students a great deal of flexibility, open up options for unique courses not offered at MHS, and can give students an opportunity to learn skills for success in an online learning environment. At the same time, students taking online classes have found them to be equally or more challenging than traditional courses and have learned that success in an online environment requires strong skills in self advocacy, time management and motivation.

The following asynchronous courses are available in 2012-13:

American Government	Pre-Calculus	Computer Programming Basic
World History	Liberal Arts Math	AP Computer Science
Global Studies	Spanish I, II, III	Web Design
American History	Mandarin Chinese I	2D Art
Psychology	English I, II, III, IV	Health
Economics	Earth/Space Science	Personal Fitness
AP Microeconomics	Biology	Fitness Lifestyle Design
AP Macroeconomics	Marine Science	Game Design
Algebra	Chemistry	AP US History
Geometry	Physics	AP Government and Politics
Algebra II		

In addition, students who are seeking very challenging or unique online courses may consider online courses offered through Virtual High School. A complete list of these courses is available at www.govhs.org.

Students registering for online courses will be required to sign a contract committing to employing habits which will lead to success in an online environment including completion of an online orientation course prior to the start of the school year.



ART

ART

ART FOUNDATIONS

Prerequisites: None

Credit: 0.5

Lab fee: \$8

Semester Course

Art Foundations is an entry level class that offers students the chance to work with a variety of media with emphasis on drawing, painting, sculpture, and ceramics. Class activities are designed to promote artistic growth through students' interactions with traditional art materials, tools, and technical skills. Art Foundations offers students the opportunity to develop their understanding of art history, methods of art production and ideas concerning the significance of art.

ART FOUNDATIONS - 2D

Prerequisites: Art Foundations

Credit: 0.5

Lab fee: \$7

Semester Course

This course provides an opportunity for students to learn about materials, skills, and concepts used in creating two-dimensional artworks. A variety of media will be used in the class. Emphasis will be on drawing, painting and mixed-media explorations.

Note: A student may take Art Foundations II-2D, 3D or Art Explorations at the same time. One is not a prerequisite for the other, and each offers a different curriculum. A small fee may be charged to the student for materials which are beyond those needed to meet minimum course requirements.

ART FOUNDATIONS - 3D

Prerequisites: Art Foundations

Credit: 0.5

Lab fee: \$6

Semester Course

This course provides an opportunity for students to learn about materials, skills, and concepts used in creating three-dimensional artworks. A wide range of materials, tools, and techniques will be used in this class. Areas of study will include: ceramics, the potter's wheel, mixed media, historic and contemporary sculpture.

Note: A student may take Art Foundations -2D, 3D or Art Explorations at the same time. One is not a prerequisite for the other, and each offers a different curriculum. A small fee may be charged to the student for materials which are beyond those needed to meet minimum course requirements.

ART EXPLORATIONS

Prerequisites: Art Foundations or Junior/Senior Standing

Credit: 0.5

Lab fee: \$15

Semester Course

This course will explore the rich diversity of art forms created by cultures and ethnic groups from around the world. Students will have the opportunity to explore and create artworks that investigate concepts of identity, community, utility and individual expression from a multicultural perspective. Traditional and non-traditional art materials will be used and projects may include: fibers (batik/tie-dye), glass, clay, painting, and mixed media explorations.

Note: A student may take Art Foundations 2D, 3D or Art Explorations at the same time. One is not a prerequisite for the other, and each offers a different curriculum. A small fee may be charged to the student for materials which are beyond those needed to meet minimum course requirements.

ADVANCED ART I

Prerequisites: Art Foundations 2D

Credit: 0.5

Lab fee: \$10

Semester Course

Advanced Art I is a studio course for the serious art student. (Above average grades are required in prior art courses.) The course begins with an in-depth study of twentieth century painting. The students are also exposed to the world of contemporary art through weekly readings and journal entries. The rest of the course

places an emphasis on the development of personal imagery and visual language through the study of four (4) media areas. The areas of study include advanced painting, advanced drawing, colored pencil drawing, and mixed media explorations. The selection and preparation of a student portfolio and discussion of art schools is also included.

ADVANCED ART II

Prerequisites: Advanced Art I

Credit: 0.5

Semester Course

Lab fee: \$10

Advanced Art II is a class for students who were successful in Advanced Art I and wish to continue their learning. It is a class for serious art students who want to create their own projects stemming from what they learned in Advanced Art I. The students may choose to study silk-screen printing, painting, drawing, sculpture, portfolio development, etc. The class is structured similar to that of an independent study, and every three weeks students will evaluate their progress. The students also learn about current events in the art world through responding to articles and videos.

ADVANCED ART III

Prerequisites: Advanced Art II

Credit: 0.5

Semester Course

Lab fee: \$10

Advanced Art III is a class for students who were successful in Advanced Art II and wish to continue their learning. It is a class for serious art students who want to create their own projects stemming from what they learned in Advanced Art II. The students will be encouraged to pursue original artwork stemming from their own ideas. The class is structured similar to that of an independent study, and every three weeks students will evaluate their progress.

ART PORTFOLIO I

Prerequisites: Advanced Art III

Credit: 0.5

Semester Course

Lab fee: \$10

Art Portfolio I is a class for students who were successful in Advanced Art III and wish to continue working on their art portfolio. It is a class for serious art students who want to possibly pursue art as a career. The students will learn about art portfolio requirements for a variety of schools. The art portfolio may be used for college admission, scholarship opportunities, or art competitions. The class is structured similar to that of an independent study, and every three weeks students will evaluate their progress. This class may meet at the same time as Advanced Art II & III.

ART PORTFOLIO II

Prerequisites: Art Portfolio I

Credit: 0.5

Semester Course

Lab fee: \$10

Art Portfolio II is a class for students who were successful in Portfolio I and wish to continue working on their art portfolio. The class is structured similar to that of an independent study, and every three weeks students will evaluate their progress. This class may meet at the same time as Advanced Art II, Advanced Art III and Art Portfolio I.

COMPUTER ART I

Prerequisites: Art Foundations or Junior/Senior Standing

Credit: 0.5

Semester Course

Computer Art I is a fascinating look into the use of computers in the art and design world. As computers

have become a primary tool for designers, illustrators, photographers and artists, Middleton High School has been on the cutting edge in offering students courses that reflect these technological advances. Much of the Computer Art 1 curriculum is self paced and is designed for all levels of artistic and technological skills. The course focus includes creating still images in Adobe Photoshop, drawing and animating in Adobe Flash, and developing a culminating multi-media presentation for the World Wide Web. Computer graphics is one of the fastest growing careers for women and men alike.

COMPUTER ART II

Prerequisites: Computer Art I

Credit: 0.5

Semester Course

Computer Art II students will further their exploration of Photoshop and Flash. Photoshop and Illustrator will be used to composite and refine a wide variety of images including photos, scans of personal artwork, and appropriated imagery. Animation techniques from the previous semester will be reviewed and expanded upon, and basic programming will be introduced. Culminating projects will be presented in a World Wide Web page format. Software will include expanded use of Adobe Photoshop and Adobe Flash along with Adobe Dreamweaver, Amadeus sound editing software, and digital video editing.

ADVANCED COMPUTER ART I

Prerequisites: Computer Art II

Credit: 0.5

Semester Course

Advanced Computer Art I offers an opportunity for students to specialize in computer techniques of their choice. Similar to an independent study, students will propose their own projects that may include World Wide Web page design, 2D animation, 3D modeling and animation, game production, digital video and multimedia presentations.

ADVANCED COMPUTER ART II

Prerequisites: Advanced Computer Art I

Credit: 0.5

Semester Course

Advanced Computer Art II is an extension of the opportunities offered in Advanced Computer Art I. Students will develop computer art projects using a wide variety of software. Possible projects may include web page design, multimedia programming and development, photo-manipulation, page layout, digital editing and 3D animation. This class may meet at the same time as Advanced Computer Art I.

ADVANCED COMPUTER ART III

Prerequisites: Advanced Computer Art II

Credit: 0.5

Semester Course

Advanced Computer Art III is a class for students who wish to pursue complex group, or independent, projects. Students will create a digital portfolio as their final project. The class is structured similar to that of an independent study, and every three weeks students will evaluate their progress. This class may meet at the same time as Advanced Computer Art I and Advanced Computer Art II.

WEB DESIGN: CREATING EFFECTIVE WEB SITES

Prerequisites: None

Credit: 0.5

Semester Course

The Art Department's Web Design course focuses on developing effective visual communication as well as learning cutting edge techniques for creating effective web sites. The curriculum is written by the instructor and is Web based. This teaching method offers flexibility to students who have the experience and desire to learn at an accelerated rate. The primary tools include Hyper Text Mark-Up Language (HTML), Cascading Style Sheets (CSS), Photoshop, Dreamweaver, Flash and TextWrangler.

ART AND DESIGN

Prerequisites: Art Foundations or Junior/Senior Standing

Credit: 0.5

Semester Course

Lab fee: \$5

What is design? Look around! Take a close look at your surroundings, and you will see a multitude of examples. Objects, images, architecture, vehicles, clothing, magazines, movies; these are just a few of the diverse products we make and use in our everyday world. What do they have in common? The things we make start out as ideas in someone's imagination. These ideas are brought to life through the process of design. Design is the means by which we invent our surroundings. In this course, students will create a variety of artworks - drawings, illustrations, graphic works, models, prototypes and installations - as a means of exploring the creative processes used by designers, architects, and graphic artists.

PHOTOGRAPHY I

Prerequisites: Art Foundations, Grade 10, 11, 12

Credit: 0.5

Semester Course

Lab fee: A \$20 chemical fee will be charged. Students must provide their own 35 mm camera, film and printing paper.

(A limited number of cameras are available from MHS.)

This course teaches students to use a manual 35mm camera, develop their own film, and create high quality silver gelatin prints through traditional darkroom techniques. No prior knowledge of photography is required; students will be led from basic composition design to dry mounting and presentation.

PHOTOGRAPHY II

Credit: 0.5

Semester Course

Prerequisite: Photography I

Lab fee: A \$10 printing & chemical fee will be charged. Students must provide their own camera.

(A limited number of cameras are available from MHS.)

This course is an introduction to the concepts, tools and technology of digital imaging for photographers. Student-and teacher-led assignments will focus on discovering creative approaches to making compositions, lighting, and controlling exposure for outdoors and studio photography. Digital archiving, file adjustments, and creative file manipulations using Adobe's Photoshop and Camera RAW will be introduced. Students will learn how to prepare files for the World Wide Web and for print. Students will also have access to the darkroom for their free-choice assignment and independent work.

PHOTOGRAPHY III

Credit: 0.5

Semester Course

Prerequisite: Photography II

Lab fee: A \$10 printing & chemical fee will be charged. Students must provide their own camera, film and printing paper.

(A limited number of cameras are available from MHS.)

This is a course for students who have been successful in previous semesters of photography and are ready to expand their skills through self-guided study. Students may work digitally or with wet processes. They must be highly motivated, as they will be responsible for designing and implementing their own projects. Progress will be evaluated weekly. This class may meet at the same time as Photography II.

YEARBOOK I

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours service learning available

Yearbook is a course in which students design, create and produce the school yearbook. Cover your favorite club or sport, attend events like Homecoming and Prom - get involved as an editor, a photographer, a journalist, a staffer, a team player! Anyone interested in the class should meet with the instructor to determine the best scheduling for their individual needs.

*Seniors should consider enrolling in Yearbook 1 and Yearbook 2 to have a complete production experience. Second semester seniors cannot register for Yearbook 1 without consent from the instructor.

***Juniors** who are interested in graphic design, layout, photography, and/or visual communications should consider enrolling in Yearbook 1 and Yearbook II. They will learn the design and production process prior to the creation of their senior yearbook, where they can enroll in Yearbook III and Yearbook IV and fully lead and design their yearbook. Any juniors potentially interested in serving as an editor their senior year should take Yearbook I and II as well as potentially Yearbook III prior to their senior year.

***Sophomores** who love art, or are interested in graphic design, visual communications careers, or who were editors of their Middle School yearbooks are appropriate candidates. They should consider enrolling in Yearbook I and Yearbook II to gain a large perspective of the production from start to finish.

YEARBOOK II

Prerequisites: Yearbook I

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours service learning available

This class is an extension of Yearbook I. Students will be invited to take more ownership of the overall Yearbook production. Yearbook II students will also serve as mentors to the Yearbook I students as Yearbook is a multi-level learning / production environment.

YEARBOOK III

Prerequisites: Yearbook II

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours service learning available

Yearbook III students will be expected to take more ownership of the overall Yearbook production as well as serve as a mentors to the Yearbook I & II students.

YEARBOOK IV

Prerequisites: Yearbook III

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours service learning available

Yearbook IV students will take ownership of the overall Yearbook production by shaping the design and content of the book. Yearbook IV students will not only serve as mentors to the Yearbook I - III students, but also serve as an editor or editor-in-chief. Yearbook IV students will also work closely with the advisor.

Note: A mandatory meeting will be called for those who register to ensure that students have enrolled in the appropriate semester and are aware of the course requirements.

STUDENT TUTOR IN ART

Prerequisite: Students should make arrangements with an art teacher of their choice.

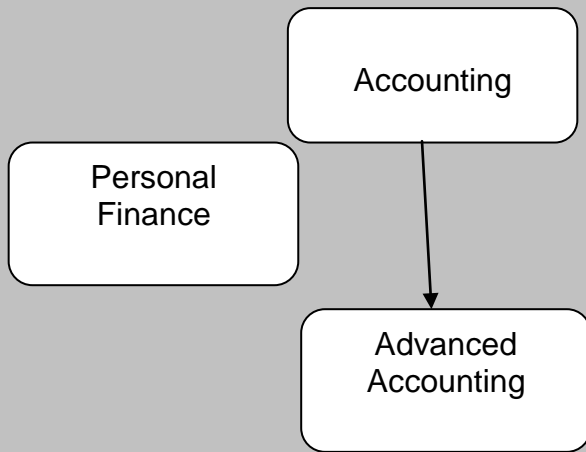
Credit: 0.5 or 1.0 (Elective credit)

Semester or Year Course

Do you have a strong interest in art and design? Are you considering a career in the visual arts? Being a student tutor in art is an opportunity to explore career possibilities by helping other students learn. Participants will be involved in a wide range of classroom activities: working one-on-one with students, demonstrating concepts and techniques, and individual study or research.

Business and Marketing

Finance



Business Economics
High School of Business

Principles of Business
High School of Business

Principles of Finance
High School of Business

Principles of Management
High School of Business

Principles of Marketing
High School of Business

Advertising & Sales

Business Law

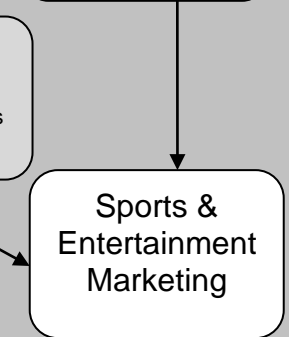
Entrepreneurship

Sports & Entertainment Marketing

Business Co-op

Business Strategies
High School of Business

Marketing Co-op



Information Technology

Visual Presentations & Technology (VPT)

Web Page Design

Computer Applications (semester 1)

Digital Media Design & Productions

Programming

Advanced Visual Presentations & Technology (VPT)

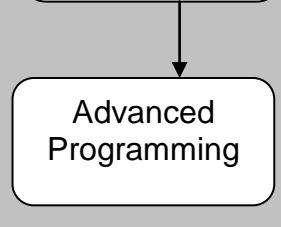
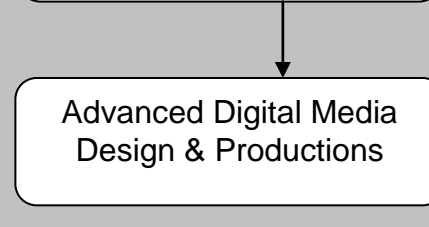
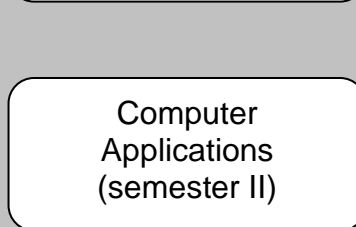
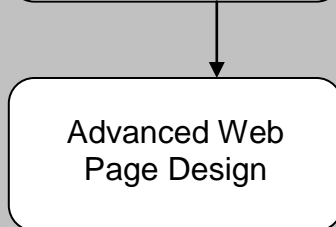
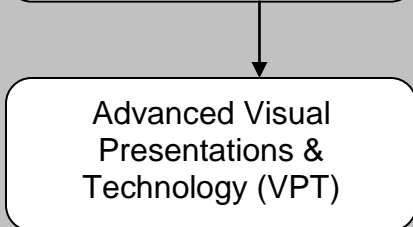
Advanced Web Page Design

Computer Applications (semester II)

Advanced Digital Media Design & Productions

Advanced Programming

Information Technology Co-op



BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

BUSINESS AND MARKETING

Since universities tell us that business is the # 1 major declared by college students MHS has updated their courses to offer three areas of study. The first area is general business and it includes courses in our new High Schools of Business Program. This program is intended to help students excel in college business administration programs. We are in the process of exploring college credit options for students who complete a series of six courses. The other two areas of focus are finance and marketing.

PRINCIPLES OF BUSINESS (HIGH SCHOOL OF BUSINESS) (FORMERLY PRINCIPLES OF BUSINESS & MARKETING AND BUSINESS FOUNDATIONS)

Prerequisite: None

Credit: 0.5

Semester Course

Principles of Business, a project-based business course, which develops student understanding and skills in such areas as economics, financial analysis and strategies, business organization, human resources management, information management, marketing, operations, and strategic management and accounting concepts. Through the use of project-based learning, students acquire an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and engage in a marketing project where they develop a new product. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical thinking skills. Formal reflection is an on-going component of the course.

BUSINESS ECONOMICS (HIGH SCHOOL OF BUSINESS)

Prerequisite: None

Credit: 0.5

Semester Course

A project based course, students expand their understanding that businesses are influenced by external factors that are beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. Decision matrices are introduced, and the importance and costs of quality are stressed. Students develop their knowledge and skills in such areas as economics, entrepreneurship, operations, and professional development. Throughout the course, students will be presented with current economic problems for which they are asked to determine solutions, often through the application of decision making.

PRINCIPLES OF FINANCE (HIGH SCHOOL OF BUSINESS) (BEGINS 2012 – 2013)

Prerequisite: Principles of Business or Business Economics (both recommended) or other economics based course work

Credit: 0.5

Semester Course

Principles of Finance expands student understanding of two specific business activities—accounting and finance that were introduced in the prior course, Principles of Business and Marketing. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operating and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning

PRINCIPLES OF MANAGEMENT(HIGH SCHOOL OF BUSINESS)

Prerequisite: Principles of Business

Credit: 0.5

Semester Course

Lab Fee: \$5

Students acquire an understanding of legal and ethical issues associated with management; initiate, plan, implement and control, and close a project; motivate team members; delegate work; develop a chain of command; coordinate work efforts; and interpret statistical findings.

PRINCIPLES OF MARKETING (DUAL CREDIT MADISON COLLEGE; CAPP CREDIT PENDING) (HIGH SCHOOL OF BUSINESS)

Prerequisite: None, prefer Principles of Business

Credit: 0.5

Semester Course

This course enables the student to understand basic marketing principles, consumer buying behavior, product planning and development, packaging, branding, promotion, distribution, and pricing. Projects in the course will challenge you to analyze the business world around you, work through key marketing decisions, and use your knowledge to develop a marketing strategy. (See page 12 for [CAPP](#) description.)

BUSINESS STRATEGIES (HIGH SCHOOL OF BUSINESS) (BEGINS 2013-2014)

Prerequisite: Principles of Business and at least one additional High School of Business course

Credit: 0.5

Semester Course

This project-based business course develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, leading, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They conduct situational, market, and competitive analyses; select a target market; develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem-solving skills. Formal reflection is an ongoing component of the course. Through individual and team activities and a semester-long project, students make connections between management and business success.

BUSINESS LAW

Prerequisite: Principles of Business for the classes 2015, 2016 / junior or senior standing for the classes of 2013, 2014

Credit: 0.5

Semester Course

This semester course is designed to give you a background into how laws affect you and your everyday actions, with an emphasis on increasing your legal knowledge and awareness. This involves two major areas of law: Criminal and Civil Law. These two areas are presented in terms of how crimes interfere with your personal and property rights (civil law) affect you directly and how they have a spiraling effect on society and business. This course makes you aware of your legal rights, remedies, and obligations. Mock trials and actual cases will be applied to help form an understanding of the legal process.

ENTREPRENEURSHIP (SMALL BUSINESS DEVELOPMENT)

Prerequisite: Principles of Business or Principles of Marketing for the classes 2015, 2016 / junior or senior standing for the classes of 2013, 2014

Credit: 0.5

Semester Course

This course allows students to apply first-hand the procedures and techniques of owning and running a business. Students will explore career opportunities and become better informed of the role of an entrepreneur. Students will be exposed to the rewards and pitfalls of operating their own business. Project based learning will give students experience creating and operating their own business.

CAREER AND TECHNICAL EDUCATION (CTE) CO-OP CLASSROOM

Prerequisite: Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification),

Interview Required

Co-requisite: Must be concurrently enrolled in CTE Co-op Work Experience

Credit: 0.05 - 1.0

Year Course

This course is taken in conjunction with the course CTE Co-op Work Experience. Topics will introduce, develop, and reinforce the students knowledge of specific and general skills needed to be successful in obtaining a job and furthering their career in our global economy. Topics covered include but are not limited to the following: Workplace Trends & Changes, Decision Making/Individual Development Plan, Job Attitudes and Responsibilities, Job Sources and Searches, Application, Cover Letter, and Resume Writing, Interviewing Skills, Workplace Computer Skills, Business Etiquette, Scholarship Applications, Labor Laws, Workplace Ethics, Consumer Skills, Time Management, and Stress Management/wellness. Some components will be completed on line. Students will also plan, organize, and participate in an end of the year employee appreciation gesture.

CAREER AND TECHNICAL EDUCATION (CTE) CO-OP WORK EXPERIENCE

Prerequisite: Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification),

Interview Required

Co-requisite: Must be concurrently enrolled in CTE Co-op Classroom

Credit: 1.0 - 2.0

Year Course

This course allows college-bound and career-minded students experience through on-the-job training with a business in the Middleton/Madison area. Students from our Career and Technical Education areas (Business/Marketing and Information Technology, Family Consumer Sciences and Health Science Occupations, and Technology Education) are employed and supervised in occupations related to their specific career area. Students may be released for up to four periods during the regular school day to work at one of the cooperating businesses. However, students are not required to be released early to participate in the program. This course is taken in conjunction with CTE Co-op Classroom.

Note: The student must be working at an employment site approved by instructor/coordinator by the end of the third week of the first semester. Special Permission from the instructor/coordinator can allow admission at semester.

Finance

PRINCIPLES OF FINANCE (HIGH SCHOOL OF BUSINESS) (BEGINS 2012 – 2013)

Prerequisite: Principles of Business or Business Economics (both recommended) or other economics based course work

Credit: 0.5

Semester Course

Principles of Finance expands student understanding of two specific business activities—accounting and finance that were introduced in the prior course, Principles of Business and Marketing. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operating and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning

PERSONAL FINANCE (CAPP CREDIT PENDING) (Meets the Financial Literacy Requirement)

Prerequisite: Junior or Senior Standing

Credit: 0.5

Semester Course

Lab fee: \$5

Must be taken as junior/senior to count for Financial Literacy requirement

Personal Finance is a project-based course that develops student understanding and financial skills and strategies in the handling one's personal financial decisions now and in the future. Students will achieve skills in areas including economic influences on consumer decisions, banking and financial services, saving

and investing strategies, taxes, credit, budgeting, housing options, car purchase, and mortgage and loan choices. Throughout the course, students are presented with problem solving situations as well as project-based learning activities. Recommended for students who are interested in “getting ahead financially.” (See page 12 for [CAPP](#) description.)

ACCOUNTING (DUAL CREDIT)

Prerequisite: None

Credit: 1.0

Year Course

Lab fee: \$10

How do you know if a business is profitable? How do you know if your business can expand and offer new products or services? Accounting is the language of business. Without knowing where your business is financially it is difficult to run a business. Manual double entry accounting is emphasized using journals, ledgers, financial statements, payroll, tax records, and other business records. Computerized accounting will be introduced by the use of Microsoft Excel and Quickbooks. This course is a must for any student considering a business career. Completing the final examination with a B average or better will qualify you for dual credit at Madison College which is transferable to the UW System.

ADVANCED ACCOUNTING

Prerequisite: Accounting

Credit: 1.0

Year Course

This course is designed to help students acquire an in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions while integrating computer skills related to accounting.

MARKETING

PRINCIPLES OF MARKETING (HIGH SCHOOL OF BUSINESS) (DUAL CREDIT MADISON COLLEGE)

Prerequisite: None, prefer Principles of Business

Credit: 0.5

Semester Course

This course enables the student to understand basic marketing principles, consumer buying behavior, product planning and development, packaging, branding, promotion, distribution, and pricing. Projects in the course will challenge you to analyze the business world around you, work through key marketing decisions, and use your knowledge to develop a marketing strategy.

ADVERTISING & SALES

Prerequisite: None

Credit: 0.5

Semester Course

Service Learning: Up to 2 hours service learning available

This course is designed to help students understand and use the marketing principles of advertising, public relations, sales promotion, and personal selling. This course will offer opportunities for project based learning in areas such as creating advertising campaigns, including producing actual advertisements – both print and broadcast.

SPORTS & ENTERTAINMENT MARKETING

Prerequisite: Principles of Marketing or Advertising and Sales

Credit: 0.5

Semester Course

This course provides for application of marketing principles and concepts in the sports and entertainment industries. General units of study will include: marketing products and services through sports, marketing entertainment events, recreational marketing, plans for sporting and entertainment events, and legal issues

surrounding sports and entertainment marketing. Students will discover the elements used in developing a promotional mix to market high school sports teams. Students will plan activities that will be carried out during actual athletic events at Middleton High School, which will allow for practical application of concepts learned in class.

INFORMATION TECHNOLOGY

COMPUTER APPLICATIONS I (DUAL CREDIT)

Prerequisite: None

Credit: 0.5

Semester Course

A must course for all students who want to be successful in today's technology driven business world. Students at all levels of computer knowledge will benefit and be challenged. The course is designed to provide students with a workable knowledge of Microsoft Office Suite. Students have the option of selecting two of the following areas of study—Microsoft Word, Excel, Access, and PowerPoint. Completing the final examination with a B average or better will qualify you for dual credit at Madison College which is transferable to the UW System.

COMPUTER APPLICATIONS II (DUAL CREDIT)

Prerequisite: None

Credit: 0.5

Semester Course

Students who have completed Computer Applications I will continue their study of Microsoft Office Suite by completing the other two available options that have not been previously selected. Completing the final examination with a B average or better will qualify you for dual credit at Madison College which is transferable to the UW System.

DIGITAL MEDIA DESIGN & PRODUCTION

Prerequisite: None

Credit: 0.5

Semester Course

Lab fee: \$4

Service Learning: Up to 5 hours service learning available

Digital Media Design and Production is a project-based course that develops a working knowledge of visual communication by using a skillful combination of text and picture layout in advertisements, magazines, books and other printed media. Students will learn these techniques through the use of Microsoft Publisher, Adobe In-Design, Photoshop and Illustrator. Students will create and produce usable design layouts and design their own projects while learning the software.

PROGRAMMING - ADVANCED PLACEMENT AVAILABLE

Prerequisite: Geometry or consent of instructor.

Credit: 0.5

Semester Course

Many fields, such as math, business and computer science require college-level computer courses. This class will offer students the chance to explore that knowledge in an introductory/intermediate course using the language of JAVA. JAVA is a language that is object oriented and is designed to be a flexible programming tool. In addition to introductory programming concepts, this course will focus on sound programming practices, object orientation, and Graphical User Interfaces. An AP Computer Science exam is available for students who wish to receive college credit. (Details available from instructor.)

Note: Some computer experience recommended.

VISUAL PRESENTATIONS AND TECHNOLOGY (VPT)

Prerequisite: None

Credit: 0.5

Semester Course

Service Learning: Up to 15 hours of service learning available

Students will create professional digital video and audio productions by using and learning Final Cut Pro, Live Type, Motion, Garage Band, and iDVD. Students will also analyze professional media productions such as movies and commercials. Students will produce, direct and edit video projects for broadcast, stream over the Internet, and burn projects to DVD.

WEB PAGE DESIGN

Prerequisite: None

Credit: 0.5

Semester Course

Students will learn how to analyze, create and publish web pages keeping them on the cutting edge of technology. They will develop an understanding of the importance of web pages in today's society, by exploring innovative WEB 2.0 sites. Students will build their own sites by first understanding the newest language of the web HTML 5.0, CSS3 then move into utilizing Adobe Software Programs: Dreamweaver, Flash, Photoshop and Fireworks.

ADVANCED DIGITAL MEDIA DESIGN AND PRODUCTION

Prerequisite: Digital Media Design and Production

Credit: 0.5

Semester Course

Advanced Digital Media Design and Production is designed for students who desire more in-depth knowledge and challenging projects to further their knowledge of graphic design and layout. Students are encouraged to show creativity with the creation of their own projects and self interests.

ADVANCED VISUAL PRESENTATIONS AND TECHNOLOGY (VPT)

Prerequisite: Visual Presentations and Technology (VPT)

Credit: 0.5

Semester Course

Service Learning: Up to 15 hours service learning available

Students will continue to create videos and analyze media. This is an individualized course with emphasis on self-paced instruction. Students are encouraged to show creativity with the creation of their own projects and self interests.

ADVANCED WEB PAGE DESIGN

Prerequisite: Web Page Design

Credit: 0.5

Semester Course

Advanced Web Page Design is structured for students who desire more in-depth knowledge and challenging projects to further their knowledge of web page design. This is an individualized course with emphasis on self-paced instruction.

ADVANCED PROGRAMMING

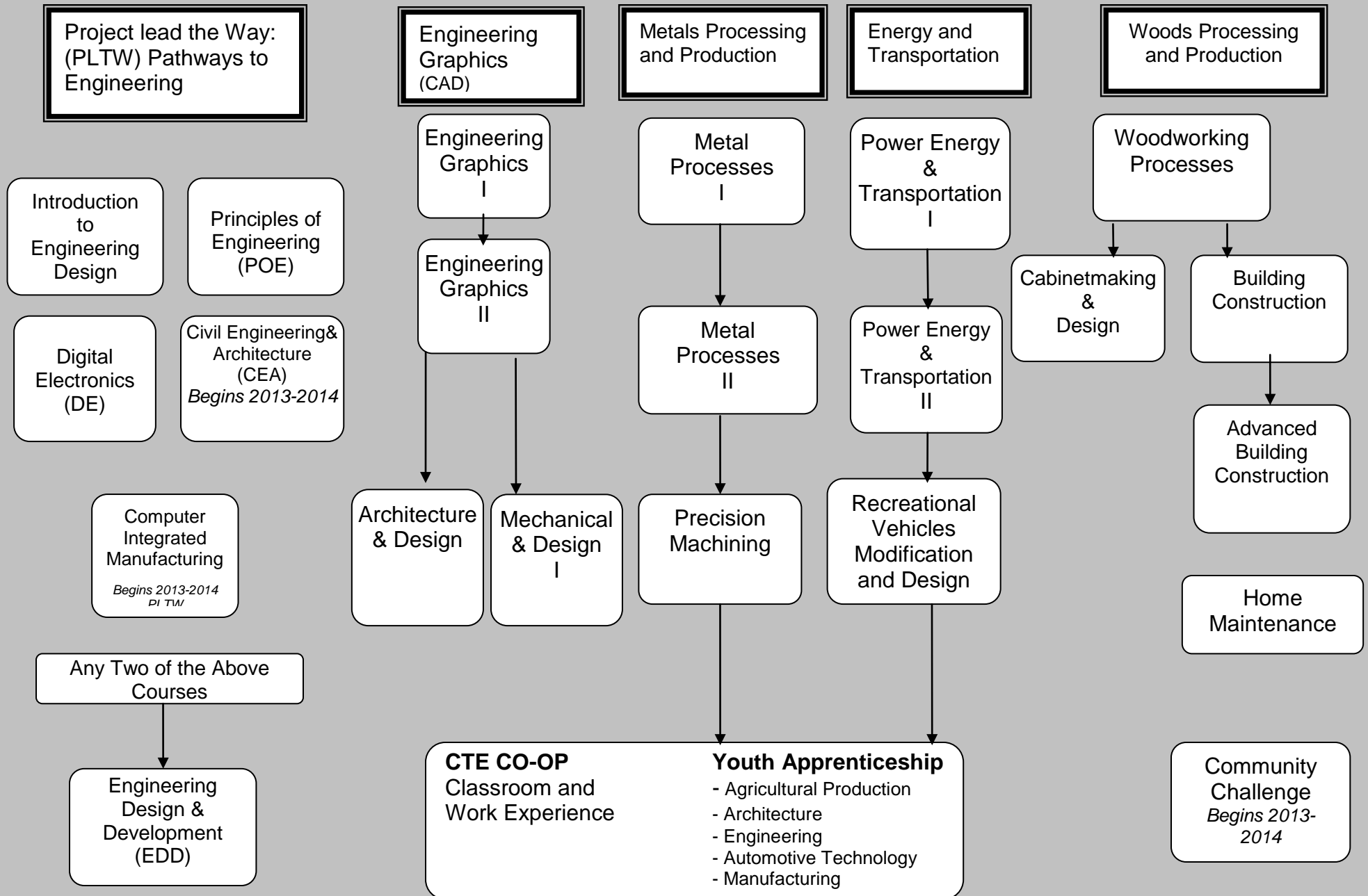
Prerequisite: Programming

Credit: 0.5

Semester Course

Students will focus on the more advanced topics in computer programming using Java. Topics include Object Orientation, Arrays, Lists, Data Manipulation, recursion, working with files, and working with events in Java Programming. Working with Applets and Graphics will also be options for students interested.

ENGINEERING & TECHNOLOGY EDUCATION



ENGINEERING AND TECHNOLOGY EDUCATION

Engineering and Technology Education is a unique experience that goes beyond constructing physical objects. Students develop a better understanding for the nature of technology; technological systems, design and ingenuity, and the impact engineering and construction can have on society. Students taking courses in this department will not only design, develop, and utilize technological systems, but also apply their knowledge and abilities to real world problem-solving. Teamwork and collaboration on project implementation is essential as students explore engineering graphics, metals processing and production, energy and transportation, woods processing and production or pathways to engineering.

ENGINEERING GRAPHICS I

Prerequisites: None

Credit: 0.5

Semester Course

Lab fee: \$5

This is an introductory course in Engineering Graphics and Computer Aided Design (CAD), in which the students will cover the entire design process from sketches to scaled engineering drawings and simulated 3-D renderings. The focus of this course will be developing a basic knowledge of CAD principles. Time spent in this course will be divided between the two main areas of CAD: engineering design and architectural design.

ENGINEERING GRAPHICS II

Prerequisites: Engineering Graphics I

Credit: 0.5

Semester Course

Lab fee: \$5

This is an advanced course in Engineering Graphics and Computer Aided Design (CAD). The students will apply advanced techniques to cover the entire design process from sketches to complete engineering drawings, generated 3D renderings of both Engineering design and Architectural design. This course is designed for students who wish to expand their knowledge of mechanical design and architectural design, enhance their CAD skills, and/or for students who wish to pursue a career in the design field as an engineer, architect or graphic arts, construction, machining, or other trade based career. Time in class will be spent learning and drawing more advanced CAD projects, and becoming more proficient with the design process, both in engineering and architectural terms.

ARCHITECTURE & DESIGN

Prerequisites: Engineering Graphics II

Credit: 0.5

Semester Course

Lab fee: \$5

Service Learning: Up to 5 hours service learning available

Architecture & Design is an accelerated course in Computer Aided Design. This course is designed for the student who would like to further expand their knowledge of Architecture and the many ways that it affects and is used in society. The student will be challenged by many application projects, including 3D engineering graphics/modeling, Finite Element Analysis and secondary detail architectural drawings. This course is a continuation of the previous two courses, and focuses more on the quality, attention to detail, and thoroughness of the process of Architectural designs and projects. This course is highly recommended for those students who wish to pursue a career in the design field as an engineer, architect, graphic artist, construction, or other trade based career.

MECHANICAL & DESIGN

Prerequisites: Engineering Graphics II

Credit: 0.5

Semester Course

Mechanical & Design is an accelerated course in Computer Aided Design. The student will be challenged by application projects, including 3D engineering graphics/modeling, Finite Element Analysis, and CNC Machining. Students will utilize the skills and concepts covered in all previous CAD courses and expand them through the design and construction of mechanical devices and scale prototype models. This course is highly recommended for those students who wish to pursue a career in the design field as an engineer, architect, graphic artist, construction, machining or other trade based career.

INTRODUCTION TO ENGINEERING DESIGN (IED) (DUAL CREDIT)

Prerequisite: Completion of, or concurrent enrollment in, Algebra or above

1.0 Credit

Year or Equivalent (semester-long block)

Service Learning: Up to 10 hours service learning available

Introduction to Engineering Design is a course that teaches problem-solving skills by using the design development process. The design process is an engineering activity that turns a concept into reality. The design process from concept to solution is a logical sequence of steps to develop the best solution to a specific problem. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

Units include:

Student Portfolio Development Model Analysis and Verification

Sketching and Visualization Presentation

Geometric Relationships Production

Modeling, Assembly Modeling & Marketing

PRINCIPLES OF ENGINEERING (POE) (DUAL CREDIT)

Prerequisite: C or better in Algebra; completion or concurrent enrollment in Geometry

1.0 Credit

Year or Equivalent (semester-long block)

Service Learning: Up to 10 hours service learning available

Students explore technology systems and engineering processes to find out how math, science, and technology help people. This course helps students develop better problem-solving skills by immersing them in real-world engineering problems in a technology lab setting. The course uses project-based, hands-on experiences to teach students the key elements and skills of engineering and technology-based careers.

Units include:

Definitions and Types of Engineering Statics and Strength of Materials

Communication and Documentation Design Process

Engineering Systems Engineering for Reliability

Materials and Materials Testing in Engineering

Introduction to Dynamics/Kinematics

DIGITAL ELECTRONICS (DE) (DUAL CREDIT)

Prerequisite: Completion of or concurrent enrollment in Geometry or above

1.0 Credit

Year or Equivalent (semester-long block)

Service Learning: Up to 10 hours service learning available

Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will use computer simulations to learn about the logic of electronics as they design, test, and actually construct circuits and devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its

use is increasing rapidly. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

ENGINEERING DESIGN AND DEVELOPMENT (EDD) (DUAL CREDIT) (NEW COURSE)

Prerequisite: Completion of one prior PLTW engineering course (POE, IED, DE, CEA)

1.0 Credit:

Year or Equivalent (semester-long block)

Service Learning: Up to 10 hours service learning available

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when..." statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future. This course is designed for 11th and 12th grade students.

CIVIL ENGINEERING AND ARCHITECTURE (CEA) (BEGINS 2013-2014)

1.0 credit:

Year or Equivalent (semester long block)

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

COMPUTER INTEGRATED MANUFACTURING (CIM) (Begins 2013-2014)

Prerequisites: Architecture & Design I, OR Mechanical & Design I and consent of instructor.

Credit: 1.0

Year or Equivalent (semester-long block)

The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems.

METAL PROCESSES I

Prerequisites: None

Credit: 0.5

Semester Course

Lab fee: \$10

This course is intended to present the student with an introduction to metalworking skills including use of tools and machinery, welding, sheet metal fabrication, metal forging, and machining. Students will be required to meet safety expectations in learning and operating machines used in a metals shop. Skills will be assessed through welding tests and the completion of small projects.

Note: Students will be charged for the materials used in the manufacture of the projects in the course. Upon purchase, these projects will be the property of the student.

METAL PROCESSES II

Prerequisites: Metals Processes I

Credit: 0.5

Semester Course

Lab fee: \$10

This course is intended to expand metalworking skills for the student. Included will be a review of Metal Processes I, followed by expanded use of tools and machinery, and introduction of advanced welding techniques, plus further exposure to sheet metal fabrication, metal forging, and machining. Students may have the opportunity to plan and manufacture a metals project to exhibit their learned skills.

Note: Students will be charged for the materials used in the manufacture of the projects in the course. Upon purchase, these projects will be the property of the student.

PRECISION MACHINING

Prerequisites: Metals Processes II

Credit: 0.05

Semester Course

Lab fee: \$20

The course is intended to give students an opportunity to further explore and expand their skills in the metalworking and machining areas. Focus will center on machine processes, including welding, the lathe, mill, foundry, grinder, and wire brush. Students will have the opportunity to apply learned skills into the planning and manufacture of metals projects.

Note: Students will be charged for the materials used in the manufacture of the projects in the course. Upon purchase, these projects will be the property of the student.

POWER ENERGY AND TRANSPORTATION I

Prerequisites: None

Credit: 0.5

Semester Course

Lab fee: \$10

Service Learning: Up to 3 hours service learning available

The Power, Energy, and Transportation course is designed to give the student an introduction to types of energy control and transmission of energy. Course content will include various sources of energy and their use in society (for example: characteristics, availability, conversion, storage, environmental impact, and socioeconomic aspects of various energy sources). Small engines will also be emphasized during the semester; including the disassembly, repair, inspection, and reassembly of a 4-stroke cycle engine. Students will be required to supply a 4-cycle engine for lab use.

Note: The student will be responsible for purchasing parts to be used in personally owned equipment.

POWER ENERGY AND TRANSPORTATION II

Prerequisites: Power Energy and Transportation I

Credit: 0.5

Semester Course

Lab fee: \$10

Service Learning: Up to 3 hours service learning available

This second course in Power, Energy, and Transportation is designed to further study alternative power and power transmission systems. The principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, simple machines, and heat transfer will be investigated. Students will also study 2-cycle engines including the disassembly, repair, inspection, and reassembly to manufacturer's specifications. Students will be required to provide a 2-cycle engine for lab use.

Note: The student will be responsible for purchasing parts to be used in personally owned equipment.

RECREATIONAL VEHICLES MODIFICATION AND DESIGN

Prerequisites: Power Energy and Transportation II

Credit: 0.05

Semester Course

Lab fee: \$15

Service Learning: Up to 3 hours service learning available

The majority of the Recreational Vehicles class time will be devoted to student lab activities directed toward maintenance and repair of motorcycles, snowmobiles, ATVs, outboard motors, riding lawnmowers and push mowers. Basic functions such as cooling, lubrication, ignition, and carburetion will be stressed. Students will supply items to work on (if students don't have items, contact the instructor).

Note: The student will be responsible for purchasing parts to be used in personally owned equipment.

WOODWORKING PROCESSES (FORMERLY INTRO TO MATERIALS & MANUFACTURING)

Prerequisites: None

Credit: 0.5

Semester Course

Lab fee: \$15

The course is intended to provide the student with an introduction to woodworking skills, including use of tools and machinery, woodworking techniques, methods of assembly, joinery, and finishing applications. These skills will be applied to small furniture projects to be completed by the student. Students will be required to meet safety expectations in learning and operating machines used in a woodworking shop.

Note: Students will be charged for the materials used in the manufacture of the projects in the course. Upon purchase, these projects will be the property of the student.

CABINETMAKING AND DESIGN

Prerequisites: Intro to Materials & Manufacturing

Credit: 1.0

Year Course

Lab fee: \$5

The course is intended for students to further explore and expand their skills in the woodworking area. Following a review of skills learned in Woodworking Processes, students will proceed into the research and development of individual projects. The planning process will include developing orthographic views of the desired project, creating a materials list, and outlining a plan of procedure. Lessons on wood types and uses and calculating materials cost will assist the student in the planning process.

Note: Students will be charged for the materials used in the manufacture of the projects in the course. Upon purchase, these projects will be the property of the student.

BUILDING CONSTRUCTION

Prerequisites: Grades 10, 11, 12 and Intro to Materials & Manufacturing or consent of instructor.

Credit: 0.5

Semester Course

Lab fee: \$2

Service Learning: Up to 10 hours service learning available

The course is intended to introduce students to the construction field. Emphasis will be placed on the phases of residential construction, including the foundation, exterior carpentry, rough-ins, drywall, roofing, and finish carpentry. The planning process for residential construction will also be examined. Professionals involved in the field of construction will speak to students to provide some insight into career opportunities. Students may work on small construction projects to apply learned skills

ADVANCED BUILDING CONSTRUCTION

Prerequisites: Must have taken all previous courses in the subject with a grade of 'B' or better, and consent of instructor.

Credit: 1.0

Year Course

Lab fee: \$20

Service Learning: Up to 10 hours service learning available

The course is intended to provide students with more opportunities to apply construction skills in a number of projects. Focus will be on job-site etiquette and safety, site preparation, and contributing as part of a team

in the building of a structure. Students will have the opportunity to work on-site off of school grounds, provided they can assume the responsibility and maturity that comes with such a privilege.

COMMUNITY CHALLENGE (Begins 2013-2014)

Prerequisites: Soph., Jr., or Sr. PLTW or completed a 1st year level power, metals, Engineering graphics, Woods ½ credit semester class.

Credit: 0.5

Semester Course

Fee: \$20

Project/Problem based class.

Projects problems being used will come from the community, non profit organizations. In teams, students will be given a problem or a challenge. Using the engineering design process, the student will take the challenge to completion. Professionals and community members alike will be involved in these challenges.

HOME MAINTENANCE

Prerequisites: Grades 10- 12

Credit: 0.5

Semester Course

Lab fee: \$15

The course is intended to prepare students to handle maintenance concerns in their own homes or with their own automobile. Topics that will be examined include: residential home structures, home utility systems, drywall installation and repair, basic auto maintenance, woodworking stripping and refinishing, and consumer awareness when buying an automobile and a home. Students may be asked to provide an automobile to complete basic auto maintenance labs and a furniture item to complete woodworking stripping and refinishing.

CAREER AND TECHNICAL EDUCATION (CTE) Co-Op Classroom

Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification), Interview Required

Co-requisite: Must be concurrently enrolled in CTE Co-op Work Experience

Credit: 1.0

Year Course

This course is taken in conjunction with the course CTE Co-op Work Experience. Topics will introduce, develop, and reinforce the students knowledge of specific and general skills needed to be successful in obtaining a job and furthering their career in our global economy. Topics covered include but are not limited to the following: Workplace Trends & Changes, Decision Making/Individual Development Plan, Job Attitudes and Responsibilities, Job Sources and Searches, Application, Cover Letter, and Resume Writing, Interviewing Skills, Workplace Computer Skills, Business Etiquette, Scholarship Applications, Labor Laws, Workplace Ethics, Consumer Skills, Time Management, Stress Management/wellness. This course does not meet everyday. Some components will be completed online. Students will also plan, organize, and participate in an end of the year employee appreciation gesture.

CAREER AND TECHNICAL EDUCATION (CTE) Co-Op Work Experience

Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification), Interview Required

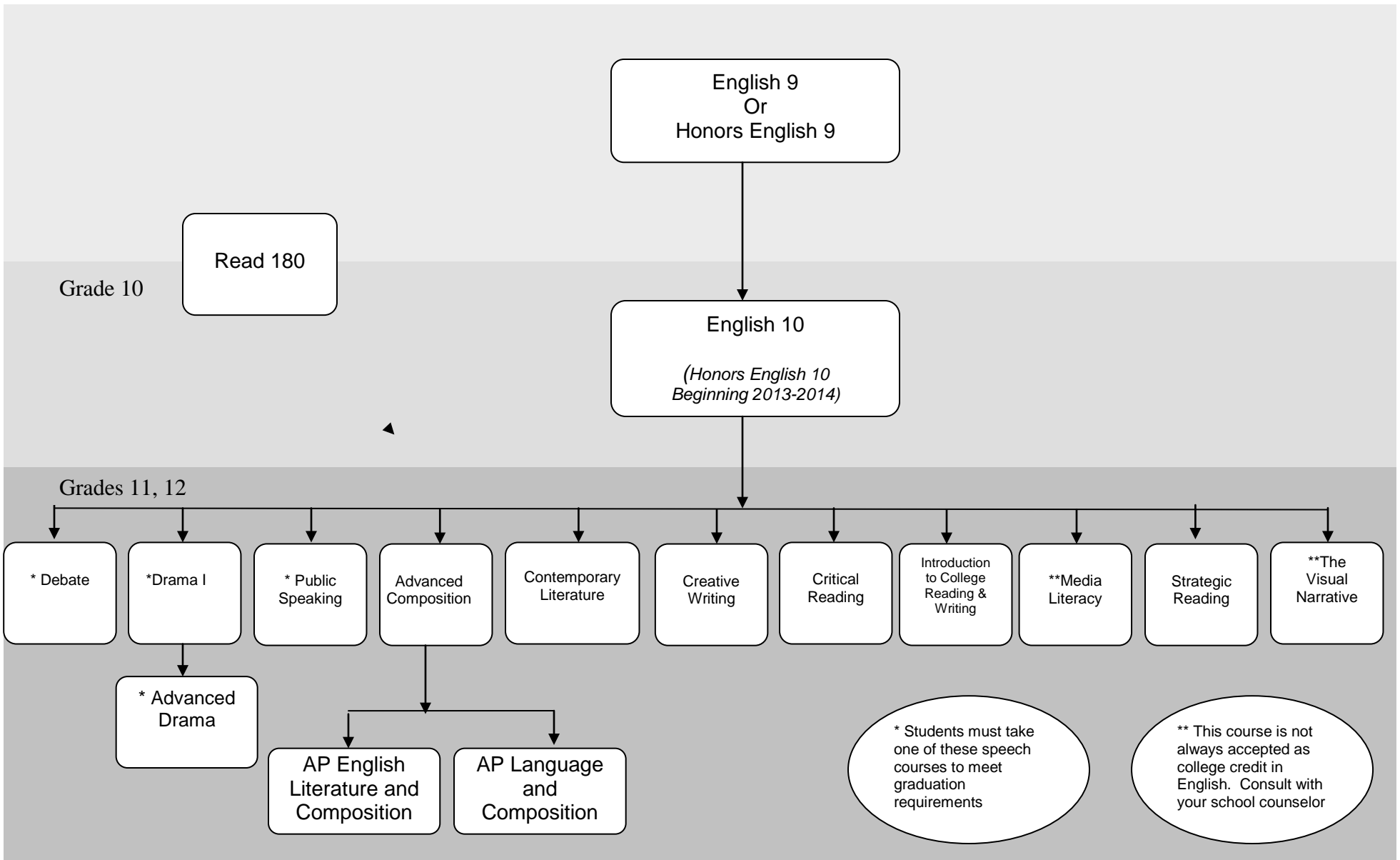
Co-requisite: Must be concurrently enrolled in CTE Co-op Classroom

Credits 2.0

Year Course

This course allows college-bound and career-minded students experience through on-the-job training with a business in the Middleton/Madison area. Students from our Career and Technical Education areas (Business/Marketing and Information Technology, Family Consumer Sciences and Health Science Occupations, and Technology Education) are employed and supervised in occupations related to their specific career area. Students may be released for up to four periods during the regular school day to work at one of the cooperating businesses. However, students are not required to be released early to participate in the program. This course is taken in conjunction with CTE Co-op Classroom.

Note: The student must be working at an employment site approved by instructor/coordinator by the end of the third week of the first semester. Special Permission from the instructor/coordinator can allow admission at semester.



ENGLISH

ENGLISH

ENGLISH 9

Prerequisites: none

Credit: 1.0

Year Course

English 9 is an introductory high school English course stressing reading, writing, thinking, and speaking while using a wide selection of materials. Poems, short stories, novels, plays, and articles will be read and studied. The course will enable students to develop skills used in literature, speech, and composition. Students will demonstrate acquisition of these skills through informal talks and writing personal opinions, descriptions, arguments, and explanations. Listening, concentrating, developing vocabulary, and researching will be stressed during the course as well as reading, reacting to, and interpreting literature. Students will be expected to read outside of class as well as complete most homework outside of class.

Note: All ninth grade students must register for English 9 or qualify for Honors English 9.

HONORS ENGLISH 9

Prerequisite: Identification in Grade 8. Criteria used to identify honors candidates include standardized test scores and a writing sample.

Credit: 1.0

Year Course

This course is for ninth grade students identified with superior reading and writing skills. Course content will mirror that of English 9 but go into greater depth with enhanced learning opportunities. (See English 9 description.)

Note: All ninth grade students must register for English 9 or qualify for Honors English 9.

READ 180

Prerequisite: Identification in Grade 8 or 9. Criteria used to identify Read 180 students include reading assessments and teacher recommendations.

Grade: 9, 10

Credit: 1.0

Year Course

Read 180 is an intensive reading intervention course that is proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional computer software, high-interest literature, and direct small group instruction in reading, writing, and vocabulary skills. While students are allowed some flexibility in making reading selections, all materials are provided by the Read 180 program are of high interest level and are aimed directly at students' individual reading abilities. Students invited into the course can receive English elective credit of 0.5 per semester.

Note: Many four-year colleges do not accept Read 180 as an English class. Students enrolled in this course should simultaneously take English 9 or 10.

ENGLISH 10

Prerequisites: English Skills or English Survey

Credit: 1.0

Year Course

This year-long course fulfills the English requirement for the study of literature and composition by building on the experiences gained from English Survey. Throughout the year, students will use a process approach to writing descriptive, narrative, persuasive, and expository works with emphasis on both expression and exposition. Students will learn and are expected to demonstrate appropriate grammar, spelling, vocabulary, sentence complexity and variety, and punctuation skills in their writing. A research project is required with special attention given to taking notes, developing a bibliography, citing sources, and organizing the final report. The concurrent study of literature will provide students the opportunity to explore various themes. Possible themes include: individuality, the evil nature of humanity, meeting life's challenges, opposing

injustice, and dystopian/utopian societies. Students will study literature in the various genres of prose, poetry, drama, fiction, and non-fiction. Through the exploration, connection, and discussion of literature, students will also analyze and demonstrate understanding of literary devices, techniques, and themes through both oral and written assessment.

Note: All tenth grade students who passed English Skills or English Survey must register for English 10.

DEBATE

Prerequisites: Honors English or English 10

Credit: 0.5

Semester Course

Debate, **which fulfills the speech requirement**, is designed to help students in almost every aspect of public speaking. Communication skills will be enhanced in small group problem-solving, argumentation and debate, and persuasive and extemporaneous speaking. In addition, students will improve skills in listening, researching, reasoning, and writing. Students will demonstrate these skills through class discussions, small group symposiums and forums, debates and written analyses. All speeches and debates will focus on current debatable issues facing the state, nation and world. Due to the design of this course, students will need to have a flexible schedule that allows them time for work outside the classroom to research and meet in small groups and/or with a partner. Attendance on performance dates is mandatory to earn course credit.

Note: All MHS students must successfully complete one speech course (Debate, Drama I, Advanced Drama, or Public Speaking) for graduation.

DRAMA I

Prerequisites: English Skills, English Survey, or Honors English

Credit: 0.5

Semester Course

Drama I, **which fulfills the speech requirement**, might best be titled *English Communications through Drama*. In this course students will improve their communication skills including discussion, writing, reading, problem solving, critical listening, analyzing, interpreting, speaking, presenting and improvising. Students learn in small group, large group and one-on-one settings. Additionally field trips may be offered to American Players Theatre, Madison Rep Theatre or Milwaukee Rep Theatre.

Note: All MHS students must successfully complete one speech course (Debate, Drama I, Advanced Drama, or Public Speaking) for graduation.

ADVANCED DRAMA

Prerequisites: Drama I or two years of extra-curricular drama participation

Credit: 0.5

Semester Course

Advanced Drama, **which fulfills the speech requirement**, will encompass several units of study including dramatic literature, playwriting, theatre history, independent study and performance opportunity. Students will read, research theatre in its historical setting, analyze, design, observe, discuss, evaluate, appreciate, speak and perform in this course. Field trips, workshops and possible participation in either the State Theatre Festival or Fine Arts Week will supplement this exploration of "Theatre as an experience man needs to understand himself, mirror life, and renew his view of the world."

Note: All MHS students must successfully complete one speech course (Debate, Drama I, Advanced Drama, or Public Speaking) for graduation.

PUBLIC SPEAKING

Prerequisites: English Skills, English Survey, or Honors English

Credit: 0.5

Semester Course

Public Speaking, **which fulfills the speech requirement**, is a course which emphasizes the research, writing, and delivery of strong oration. Study of technique in both writing and oration provides opportunities for frequent practice resulting in marked improvement. Each unit culminates with authentic assessment in the form of a speech. Units covered include: effective storytelling, interpretation, exposition, persuasion, and

special occasion in the forms of commemoration, eulogy, inspiration or graduation. This course is designed to help students communicate with more confidence and eloquence. Students will also improve skills of listening, writing, organizing, researching and evaluating. The presentation of speeches on due dates is essential for earning course credit.

Note: All MHS students must successfully complete one speech course (Debate, Drama I, Advanced Drama, or Public Speaking) for graduation.

ADVANCED COMPOSITION

Prerequisites: English 10, RLC I, or Honors English

Credit: 0.5

Semester Course

Highly recommended for the college-bound student, the advanced composition elective emphasizes clarity of thought and expression tailored to a diverse audience. Students will examine numerous forms of applicable non-fiction writing, including such forms as the memoir, college admissions essay, and literary analysis. This course will review basic grammar and writing conventions as well as employ The 6 Traits® of writing to provide students with the tools needed to critically examine their work and the work of their peers. The writing process is reinforced through a workshop setting.

Note: Advanced Composition is a prerequisite for AP–Language and Composition and also AP–English Literature and Composition.

AP ENGLISH LITERATURE AND COMPOSITION

Prerequisite: Advanced Composition

Credit: 1.0

Year Course

This is an upper-level course designed for students interested in developing strong academic skills for college. The course also prepares students to take the Advanced Placement (AP) English Literature and Composition examination for college credit. Taking and passing the test is not a requirement for passing the course.

The AP English Literature and Composition course consists of two semesters: AP Prose Literature (APPL) and AP Poetic and Dramatic Literature (APPADL), and students must take both semesters in the same academic year. Between them, these semesters offer different and distinct content, in which some of the enduring classics will be scrutinized in discussion and through writing analytical essays.

Course objectives are as follows:

1. Give students a sense of the range and depth of significant ideas in our culture, and insight into how this kind of knowledge can help them to examine and enrich their lives.
2. Prepare students for college reading and writing tasks.
3. Provide preparation and practice for the AP English Literature and Composition exam.

AP LANGUAGE AND COMPOSITION

Prerequisite: Advanced Composition

Credit: 1.0

Year Course

This is an upper-level course designed for students interested in developing strong academic skills for college. The course also prepares students to take the Advanced Placement (AP) English Language and Composition examination for college credit. Taking and passing the test is not a requirement for passing the course.

Course objectives are as follows:

1. Give students a sense of the range and depth of significant ideas in our culture, and insight into how this kind of knowledge can help them to examine and enrich their lives.
2. Prepare students for college reading and writing tasks.
3. Provide preparation and practice for the AP English Language and Composition exam.

Note: Students are required to complete coursework over the summer that is to be submitted on the first day of class.

CONTEMPORARY LITERATURE

Prerequisites: English 10, RLC I, or Honors English

Grade: 11, 12

Credit: 0.5

Semester Course

Students will read and respond to a variety of modern novels in addition to possible poems, short stories, essays and biographical excerpts. Themes may include but are not limited to family relationships, minority experiences, cultural diversity and human conflict. Skills in both oral and written interpretation will be emphasized. Students will employ critical thinking to explore the insight of authors through their characters, to grasp the historical eras that influence the stories and to relate to individuals, their cultures and beliefs. Students will also use traits of a reader to develop empathy for those unlike themselves, to identify individual/author bias, to challenge the status quo, to further our mastery of language, to appreciate literature's contribution to our history and culture and to realize we aren't alone in our human struggles.

CREATIVE WRITING

Prerequisites: English 10, RLC I, or Honors English

Credit: 0.5

Semester Course

Creative writing will provide a workshop atmosphere where students write and share poetry, short stories, play scripts, and other creative pieces with small and large groups in a process approach. Focus will be on student creativity, imagination, and clear, effective written expression of ideas as well as style, content, structure, and revision. Students are expected to learn, practice, and incorporate effective writing tools in their work such as sensory imagery and figurative and poetic language. Fiction techniques such as characterization, suspense, interior monologue, pacing, and effective dialogue will also be studied and utilized. Study of appropriate models will be used, and feedback from peers and audience will be built into the course.

CRITICAL READING

Grade: 11, 12

Credit: 0.5

Semester Course

Critical reading is designed to improve the reading and thinking skills of the college-bound student through the use of both non-fiction and fiction materials. The course will specifically focus on helping the student gain perspective by learning what it means to understand and consider two or more points of view. The pros and cons of current social issues such as the threat of nuclear war, problems in today's public education, the influence of modern media, and a person's ability to survive in a highly technical impersonal society provide the topics for the readings. Materials are selected from current news magazines such as *Time*, *Newsweek*, and *U.S. News* and reputable monthly publications such as *Smithsonian* and *Atlantic Monthly*. Kurt Vonnegut, Anne Tyler, Joan Didion, and Stephen King are some of the authors sampled in the fiction units.

INTRODUCTION TO COLLEGE READING AND WRITING (DUAL CREDIT)

Prerequisites: English 10, RLC I, or Honors English, or instructor consent

Grade: 11, 12

Credit: 1.0 MHS, 3.0 Technical College

Year Course

This year-long course is for juniors or seniors who are thinking about or intending to go to Madison College (or another 2-year college) after high school. The first semester covers critical thinking, reading and study strategies for college-level readings (textbooks, essays, articles, arguments, documents, etc.). Topics include recognizing organizational patterns, highlighting and annotating texts, summarizing and making inferences.

The second semester reinforces college-level writing strategies, such as grammatical competence, developing writing processes and styles, multiple revisions, self-advocacy skills, and information literacy (researching) skills.

This is a dual credit course with Madison College. Students who successfully complete the course (grade C or better) will earn one MHS English credit and Madison College elective credits.

MEDIA LITERACY

Prerequisites: English 10, RLC I or Honors English

Credit: 0.5

Semester Course

In the Media Literacy class, students will study print and broadcast media, social media, Internet etiquette, wikis, blogs, Web 2.0, and search engines. Students will practice interpreting media messages delivered through informational texts, online news outlets and advertising. The course will explore the realities of Internet stalking, spam, data mining, hacking, privacy issues, and identity theft. Utilizing online learning tools, students will solve problems, make judgments, and evaluate the credibility of media sources. Students will incorporate 21st Century Skills in digital presentations to communicate and collaborate effectively with others and understand the importance of global citizenship. Classroom reading and writing as well as generating and publishing online content using technological tools will be part of the course assessment.

Note: Although this course counts as English course credit toward graduating from MHS, it is in the process of being updated and therefore needs approval from some colleges for English credit. It may be advisable to take this in addition to the four required credits of English needed for graduation if students are planning to attend a college with rigorous entrance requirements. Students should consult with their school counselor regarding entrance requirements for the post-secondary institutions of their choice.

STRATEGIC READING

Grade: 10, 11, 12

Credit: 0.5

Semester Course

This course will focus on the reading strategies and skills students need in order to achieve success in the 21st Century through an emphasis on metacognitive awareness, vocabulary development and comprehension strategy development. Students will build on their reading strengths and develop strategies to improve their reading skills through shared reading, guided reading, and independent reading of a multitude of texts (both fiction and non-fiction). Student choice of reading material is central to the course design.

THE VISUAL NARRATIVE

Prerequisites: Grade 10, RLC I, or Honors English

Credit: 0.5

Semester Course

In The Visual Narrative course, students will study a variety of fiction and documentary films, analyzing them for cinematic elements of storytelling as well as creative sound, set, staging and camera techniques. Students will examine history of film and prominent film personalities as well as learn film elements and film vocabulary. From pre-cinema and silent films to more contemporary cinema, students will study a variety of film types such as narrative, documentary and experimental, as well as genres that may include foreign, comedy, war, gangster, indie, Western, horror and science-fiction/fantasy. Extensive note taking, film analysis, audience reflective writing, and creative interpretation of cinema are course expectations. Students will also learn and demonstrate knowledge of film vocabulary through projects and formal assessments.

Note: Although this course counts as English course credit toward graduating from MHS, it is in the process of being updated and therefore needs approval from some colleges for English credit. It may be advisable to take this in addition to the four required credits of English needed for graduation if students are planning to attend a college with rigorous entrance requirements. Students should consult with their school counselor regarding entrance requirements for the post-secondary institutions of their choice.

Beginning
English



Intermediate
English

Integrated
Science



Biology

Integrated
Environmental
Studies

***Support Offered
for Various
Academic Classes**

ENGLISH AS A SECOND LANGUAGE/BILINGUAL

ENGLISH AS A SECOND LANGUAGE/BILINGUAL

English as a Second Language (ESL)/Bilingual courses are for students who speak a language other than English as a native language and who are adjusting to the use of English in school. These courses allow students to practice essential skills of speaking, reading, writing and listening in English while learning core academic content.

Placement is determined by a standardized English test (ACCESS or W-APT) and an interview among students, teachers, and counselors. Previous course work and academic performance will also be considered.

BEGINNING ENGLISH

Credit: 1.0 English

Year Course

This course provides fundamental knowledge of English vocabulary, grammar and conversational skills for practical application in both academic and casual settings. Essential English language skills for studying and communicating in high school are introduced and practiced.

INTERMEDIATE ENGLISH

Credit: 1.0 English

Year Course

Intermediate English is a year-long course for students who have previously studied or used English as a language of communication. This class reinforces fundamental English skills and develops English for a range of school and social settings. Emphasis is placed on conversational fluency and academic literacy in English.

INTEGRATED ENVIRONMENTAL STUDIES

Credit: 1.0 English

Year Course

This course provides fundamental knowledge of English vocabulary, grammar and conversation for practical application in both academic and casual settings. There is a focus on human activities and how they affect the environment as well as other humans in the world. This course functions together with BEGINNING ENGLISH and INTEGRATED SCIENCE to prepare English Language Learners for studying and communicating in high school.

INTEGRATED SCIENCE

Credit: 1.0 Science

Year Course

This is a science course designed for students who are new to MHS and the United States. English is taught and practiced in the context of scientific topics and lab activities in order to prepare students for success in future science classes. Math and data interpretation skills needed for science are also practiced. Science content draws from topics in earth science, physical science, and environmental science that are related to the topics covered in BEGINNING ENGLISH and INTEGRATED ENVIRONMENTAL STUDIES.

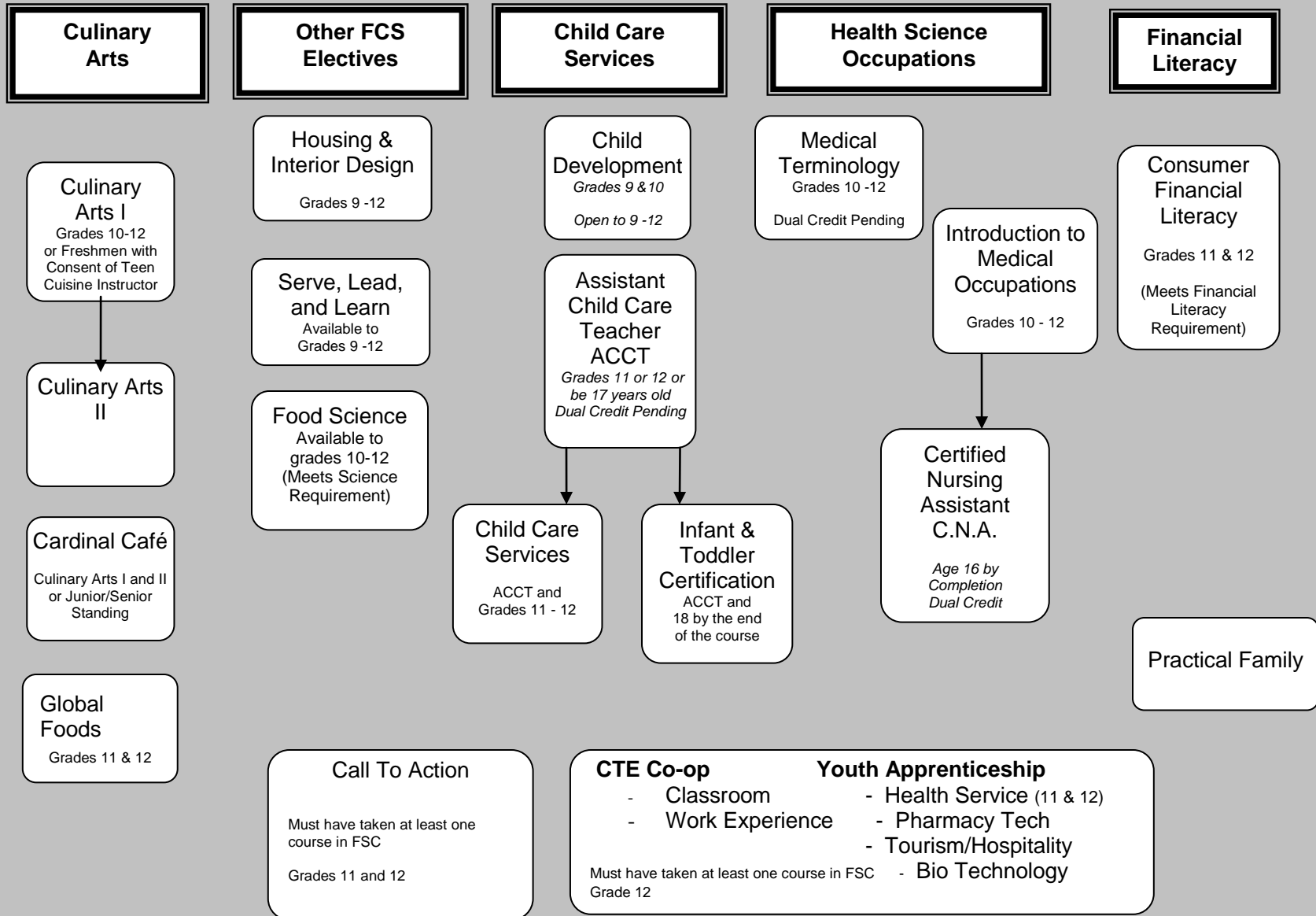
BIOLOGY

Credit: 1.0 Science

Year Course

This course provides a foundation in the biological sciences and scientific inquiry. Hands-on laboratory work is emphasized across topics that include ecology, cellular biology, genetics, biodiversity, and evolution. This section of biology is accessible to students who are at a beginning to intermediate level of English proficiency and has the added emphasis on building academic and scientific vocabulary in English.

FAMILY AND CONSUMER SCIENCES



FAMILY AND CONSUMER SCIENCES

CULINARY ARTS I

Prerequisites: Grade 10, 11, 12

Credit: 0.5

Semester Course

Lab fee: \$15

Service Learning: Up to 10 hours of service learning available

The field of Hospitality Management has become the leading employer both nationally and internationally, and the opportunities for advancement into management have increased for those with experience. This course is oriented towards gaining background knowledge in Hotel-Restaurant Management, Chef, Food Photography, Food Service & Technology, and other careers related to Leisure & Travel Services. Units of study will include Safety and Sanitation, Knife Skills, Measuring & Lab Equipment, Costing I, Baking Techniques, Desserts, Garnishing, and Working with Chocolate I. Lab opportunities will include gourmet cookery, quantity cooking, catering, food service & hospitality work experience simulations, and Independent Study projects of your choice. Field trip opportunities are to area educational and work facilities and they introduce students to quantity food preparation techniques related to catering, bakery production, specialty foods, and the operation of institutional equipment.

CULINARY ARTS II

Prerequisites: Grade 10, 11, 12

Credit: 0.5

Semester Course

Lab fee: \$15

Service Learning: Up to 10 hours service learning available

This class builds upon the foundations learned in the Culinary Arts I class. Units of study will include Costing II, Sandwich Preparation, Canapé/Appetizers, Working with Chocolate II, Travel and Leisure work projects, Eggs, Fruits & Vegetables, and Independent Study projects of your choice. Lab opportunities will include gourmet cookery, quantity cooking, sandwiches and canapés, catering, food service & hospitality work experience simulations, travel and leisure work projects, knife skills and egg cookery.

CARDINAL CAFÉ

Prerequisites: Culinary Arts II or Junior/ Senior Standing

Helpful to have taken both Culinary Arts I and II courses

Credit: 0.5

Semester Course

Lab Fee: \$15

Service Learning: Up to 15 hours service learning available

This is a project based course that will begin by studying food safety and sanitation, and then allow students the opportunity to take the State of Wisconsin Safe Serv Food Handlers test. After successfully completing the Serv Safe test the students will work on food projects. Students will operate a small entrepreneurial type business through the school store or other venues. They will develop a business and marketing plan, incorporated into the area of interest related to food service. By seeing their business come to life these students will have a better understanding of how food service industry works both locally and globally.

GLOBAL FOODS

Prerequisites: Grade 11, 12

Credit: 0.5

Semester Course

Lab fee: \$15

Service Learning: Up to 10 hours service learning available

This course supports 21st Century Skills by promoting understanding diversity through foods and the implications to our personal lives and career choices. Global Foods is intended to promote the concept of a global society through the study of food preparation and nutrition, food consumerism, safety and sanitation, and the correlation to mathematics and science. Lab experiences will be included.

CHILD DEVELOPMENT

Prerequisites: Geared toward Grades 9 and 10.

Credit: 0.5

Semester Course

Service Learning: Up to 15 hours service learning available

The Child Development course revolves around the child and the responsibilities of the family for the growth and development of healthy children. This course is designed both for a student's personal interest and possible career interest related to the areas of children and family. Effective parenting skills, concerns about children, and sharing of experiences will be included in the class discussions. Topics to be addressed within the course will include: discipline, child abuse, children's growth and development (physical, emotional, social and intellectual), prenatal and postnatal development, children's rights and family responsibilities for the betterment of both children and the relationship of family and society. An in-class preschool will be part of the curriculum for which students plan and implement activities for young children.

ASSISTANT CHILD CARE TEACHER (Dual Credit Pending)

Prerequisites: Grade 11, 12

Credit: 0.75 (3.0 credits Madison College)

Semester Course

Service Learning: Up to 15 hours service learning available

This course is designed for advanced placement possibilities through Madison College, and further investigation into children beyond the Child Development class. Child Care Services is designed for students considering careers in childcare, psychology, social work, primary or elementary education, nursing and other medical fields. Topics will include: development of children, positive discipline/guidance strategies, and curriculum and teaching techniques for young children, health and safety, and child abuse. An in-class preschool will be part of the curriculum for which students plan and implement activities. This class will help students understand the child and the child's role in our society. The Child Care Services course offers students certification for employment as an assistant child care teacher in a child care center. The following are state student certification requirements:

1. Attendance shall be 85% of the course hours.
2. The student should receive at least a C grade based on evaluation of the state course content.
3. Students must be in 11th or 12th Grade, or at least 17 years of age

CHILD CARE SERVICES

Prerequisites: Grade 11, 12, Assistant Child Care Teacher

Credit: 0.5

Semester Course

Service Learning: Up to 15 hours service learning available

This course is designed for the student who is seriously considering a career working with children. Coursework will be designed around your career interest with volunteer work in your area of interest. An in-class preschool could be part of the curriculum for which students plan and implement activities.

INFANT AND TODDLER CERTIFICATION

Prerequisites: Must be age 18 by end of the course and have successfully completed the Assistant Child Care Teacher course and earned their ACCT certification.

Credit: 0.5

Semester Course

Requirements: 1.10 hours observation with children ages birth to three.

Service Learning: Up to 10 hours service learning available

This course will focus on the development of children from birth to age three. Meeting the developmental needs of children from birth to age three, effective communication, sanitation and safety in an infant/toddler setting. Throughout the semester we will also focus on brain development during the first three years of life and how experiences that happen early on continue to impact children and adults throughout the life spans. Students can earn their state infant/toddler certification at age 18.

HOUSING AND INTERIOR DESIGN

Prerequisites: None

Credit: 0.5

Semester Course

Housing and Interior Design includes the philosophy of personal space and its relationship to creating individual living spaces. How housing relates to the needs of the individual, to availability of resources, and decision making with psychological and monetary values will be stressed. Throughout this course career opportunities will be featured for students planning a career as a designer or interior decorator, architect, builder or furniture maker, or other related occupations. Various units for this course include: color, floor plans, furniture styles, housing styles, window treatments, wall and floor treatments, landscaping, and selection of accessories. Practical application projects will incorporate basic interior design concepts. A large collection of fabrics, wallpaper, and flooring samples is available for the student to use. An introduction of the CAD computer program assisting with drawing and design will be utilized when available.

SERVE, LEAD, AND LEARN

Prerequisites: None

Credit: 0.5

Semester Course

Service Learning: Up to 15 hours service learning available

This course is designed to meet the changing needs of our society for individuals considering careers in teaching, psychology, social work, urban development, or other human services professions. Students who want to strengthen their communication and helping skills and to provide support to others with everyday teenage issues and problems, will benefit from this curriculum. Included is a service learning project to benefit both school and community and the understanding of its importance to our everyday lives. Students will learn how to improve their helping skills, how to better care for themselves, how to contact helping resources when problems exceed their limits. The course explores topics such as sexual abuse, chemical dependency, stress, academic pressure, and relationships with friends and family.

Note: The Service Learning Project may require up to ten hours of time outside of the regularly scheduled class period.

PRACTICAL FAMILY AND CONSUMER EDUCATION

Prerequisites: Written consent of instructor

Credit: 1.0

Year Course

Lab fee: \$15.00

This course will emphasize a variety of practical skills for students who will soon be looking for their own apartment and will be on their own. Units taught will include simple home meal preparation, simple clothes maintenance skills, comparison shopping and related consumer math skills, work skills for commercial establishments, human relations in job situations, family dynamics and how each member fits into the family structure.

CONSUMER FINANCIAL LITERACY (Meets the Financial Literacy Requirement)

Prerequisites: Grade Level 10, 11, or 12

Credit: 0.5

Semester Course

This course qualifies for the financial literacy graduation requirement. This class will help the student become a more knowledgeable consumer by understanding their rights and responsibilities by developing personal financial goals. Students will be provided with the practical tools necessary for money management, decision making, product advertising, family budgeting, insurance, taxes, credit, consumerism and the law, and the job of the consumer in society. Practical application of these lessons are carried out in special buying experiences such as selecting cars, appliances, and homes in simulated classroom games and independent projects. Also discussed are the student's first steps to independence in the world as a consumer.

FOOD SCIENCE

Prerequisites: Grade: 10, 11, 12

Credit: 0.5 FCS Elective or 0.5 Science Elective

Fee: \$15.00

Semester Course

This course give students a hands-on, lab-based, experimental background in basic food science as it relates to aspects of the food industry. Emphasis will be on the relationships among food science, food preparation, and consumers' concerns about nutritional quality. Units of study will include food safety, digestion, food processing, and preservation, and research/development.

Note: Food Science can be counted as 0.5 of 3.0 Science credit graduation requirement.

CAREER AND TECHNICAL EDUCATION (CTE) CO-OP CLASSROOM

Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification), Interview Required

Co-requisite: Must be concurrently enrolled in CTE Co-op Work Experience

Credits 0.5-1.0

Semester or Year Course

This course is taken in conjunction with the course CTE Co-op Work Experience. Units will introduce, develop, and reinforce the students knowledge of specific and general skills needed to be successful in obtaining a job and furthering their career in our global economy.

Topics covered include but are not limited to the following: Workplace Trends & Changes, Decision Making/Individual Development Plan, Job Attitudes and Responsibilities, Job Sources and Searches, Application, Cover Letter, and Resume Writing, Interviewing Skills, Workplace Computer Skills, Business Etiquette, Scholarship Applications, Labor Laws, Workplace Ethics, Consumer Skills, Time Management, Stress Management/wellness. This class does not meet everyday. Some components will be completed online.

CAREER AND TECHNICAL EDUCATION (CTE) CO-OP WORK EXPERIENCE

Prerequisites: Grade 12, a related CTE course (can be taken concurrently unless needed for certification), Interview Required

Co-requisite: Must be concurrently enrolled in CTE Co-op Classroom

Credits 1.0-2.0

Semester or Year Course

This course allows college-bound and career-minded students experience through on-the-job training with a business in the Middleton/Madison area. Students from our Career and Technical Education areas (Business/Marketing and Information Technology, Family Consumer Sciences and Health Science Occupations, and Technology Education) are employed and supervised in occupations related to their specific career area. Students may be released for up to four periods during the regular school day to work at one of the cooperating businesses. However, students are not required to be released early to participate in the program. This course is taken in conjunction with CTE Co-op Classroom.

Co-op Work Experience Hours: Employment hours will be during the school day and after, including possible weekend hours based on the students availability.

Note: The student must be working at an employment site approved by instructor/coordinator by the end of the third week of the first semester. Special Permission from the instructor/coordinator can allow admission at semester.

HEALTH SCIENCE OCCUPATIONS EDUCATION

INTRODUCTION TO MEDICAL OCCUPATIONS

Prerequisites: Grade 10, 11, 12

Credit: 0.5

Semester Course

This course helps you explore some of the over 200 career opportunities in the health and medical field. In addition, the student will gain experience in some of the universal procedures related to health and medical patient care and services. Also included will be terminology and the investigation into various places of employment such as hospitals, clinics, long-term care facilities, as well as researching careers of a personal nature. You will learn what is involved in making a career decision, and practice in and out of class the universal procedures related to patient care. Activities will be chosen related to your career interests and assist in future career and educational decisions. Field trips to health care facilities may be included along with the discussion of such topics as alternative medicine and future trends. Both the use of in-class professional speakers and the opportunity for job shadowing will be stressed. This course is a prerequisite for enrolling in the (C.N.A.) Nursing Assistant course and participation in the CTE (Career and Technical Education) Co-Op Work Experience Program for health/medical career placements in the area

Note: You must enroll in this course during your junior year if you are planning on enrolling in the CTE Co-Op Program as a senior, in the area of health care assistant. This course is required course before taking CNA (Certified Nursing Assistant) class.

MEDICAL TERMINOLOGY – Dual Credit Pending

Prerequisites: Grades 10-12

Credit: 0.5

Semester Course

Textbook & Workbook fee: \$80

The focus of this course is on communication using medical language. Students will analyze medical terms using word components and classifying terms as they relate to each body system. Both written and spoken formats for using language will be addressed including work construction, definition, spelling, pronunciation of medical terms and the interpretation of written materials using case studies.

***72 % overall grade (Based on Madison College Grading Policy) is required to earn Dual Credit.*

***Students are required to purchase a course textbook/workbook.*

NURSING ASSISTANT (CNA) – Dual Credit

Prerequisites: Grade 11, 12. Must be age 16 by course completion, overall 2.0 GPA, successfully pass Introduction to Medical Occupations. 100% attendance is necessary for all labs and clinical training times. All students MUST have earned a test score of 61 on the Reading portion of the COMPASS Test, or 76% overall prior to beginning the class. Student ACT scores may be substituted.

Credit: 0.5 (3.0 MATC credits)

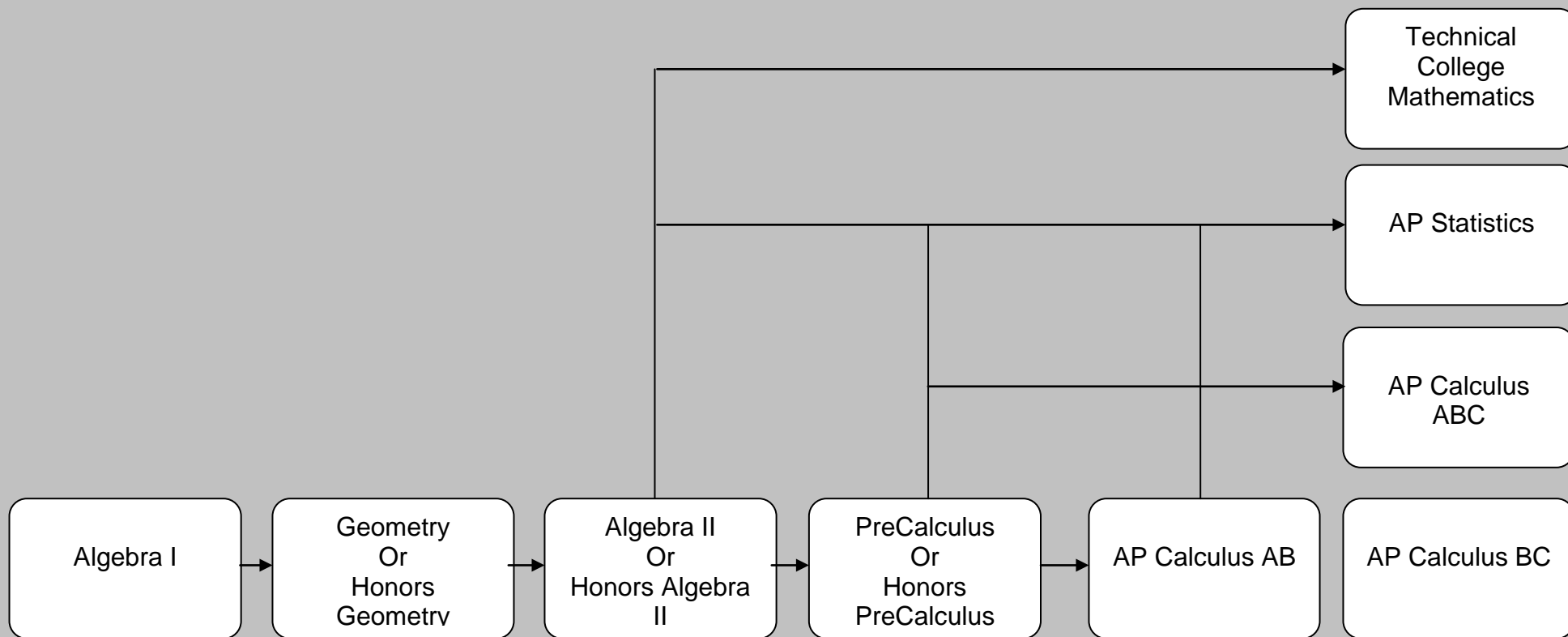
Lab fee: A \$100 fee to cover clinical practicum is required.

Semester Course

This Madison College course will be taught at Middleton High School utilizing the high school labs and equipment. The Certified Nursing Assistant (CNA) course is recognized by the Wisconsin Department of Health Services as a nurse aide training program. The course prepares students for employment as entry level nursing assistants in area care centers, hospitals or for a home health care organization, where they will perform selected tasks supportive to nursing staff and under the supervision of a licensed nurse. Students will utilize information learned in the Introduction to Medical Occupations class as a basis for the responsibilities associated with working in the health care field. After successfully earning at least 77% on the required quizzes and 100% participation in 50-60 hours of lab at Middleton High School, students will qualify to participate in 50-60 hours of clinical experience facilitated by a registered nurse at an area hospital and/or care center in order to qualify for the required state test. Upon passing the state exam, students are placed on a state registry and are able to work with patients at a variety of health care facilities (clinics, nursing homes, hospitals.) This class is required junior year if you wish to participate in the senior Career

and Technical Education Co-op program working at area hospitals, long term care facilities or home health agencies. This class is required for admittance in all post secondary nursing programs.

Note: Lab and clinical time will be scheduled outside of the normal school day. Participation in the clinical part of this course is dependent on a state-mandated background check and the Madison College required 77% or better on the required quizzes to qualify for participation in the clinical portion of the course.. Madison College grading policy will be followed.



MATHEMATICS

MATHEMATICS

The use of mathematics in all areas is well documented. The purpose of the mathematics curriculum is to provide all students the opportunity to be successful at their level of mathematical development and to enhance their chances to become functioning members of society. The National Council of Teachers of Mathematics (NCTM), State of Wisconsin and Middleton-Cross Plains Area School District have established standards for the teaching of mathematics at the secondary level.

Expectations for students entering a 4-year baccalaureate degree or a 2-year technical or associate degree program are that these students complete at least Algebra II. Our department, however, recommends these students should continue with a pre-calculus option. See your counselor or mathematics instructor for further information on careers requiring a background in Mathematics.

Note: Graphing calculators are required for all students in Algebra II, pre-calculus options, or Calculus. Students with financial need may be eligible for assistance or a leasing program.

ALGEBRA I

Prerequisites: None

Credit: 1.0

Year Course

A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. The key ideas are representing functions, collecting and analyzing data and making predictions, symbolically manipulating expressions in order to solve problems, solving simple and complex equations and inequalities, solving contextual word problems, analyzing the slope of a line, and solving a system of two linear or non-linear equations and inequalities. The course is structured around problems and investigations that build the conceptual understanding of these algebraic topics and an awareness of connections between the different ideas. Students are encouraged to investigate, communicate their thinking, and generalize. A scientific calculator is required for this course. On some tests and quizzes, graphics calculators may not be allowed.

GEOMETRY

Prerequisites: Algebra I (Recommended grade of 'C' or better.)

Credit: 1.0

Year Course

Service Learning: Up to 2 hours service learning available

This course emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are transformations and symmetry, relationships between figures, properties of plane figures, measurements of plane figures, measurements of three-dimensional shapes, tools for analyzing and measuring shapes, investigation and proof, geometric construction, algebra, and probability. The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Students are encouraged to investigate, conjecture, and then prove to develop their reasoning skills.

Supplies needed include: protractor, compass, ruler, graph paper, and a scientific calculator. On some tests and quizzes, graphing calculators may not be allowed.

HONORS GEOMETRY

Prerequisites: We will look at scores from the Explore and Plan tests to determine if we will invite students to take an entrance exam for honors. We will also look at teacher recommendations to help our decisions on entrance to honors.

Credit: 1.0

Year Course

Honors Geometry differs from Geometry in that less time is provided for review of Algebra I and topics will be covered at a quicker pace. A greater knowledge level and deeper analysis is expected.

ALGEBRA II

Prerequisites: Geometry

Credit: 1.0

Year Course

This course aims to apply and extend what students have learned in previous mathematics courses by focusing students on looking at multiple representations of functions and relations and on finding connections among the ideas they are studying. Students in Algebra 2 will continue to use problem solving strategies, questioning, investigating, and explaining in conjunction with their knowledge of the connections among algebra, geometry and functions to analyze problems and formulate solutions. Throughout the course, they will also use these strategies to extend their current knowledge by making new connections.

Note: A graphing calculator is required. The Texas Instruments TI-83 plus or TI-84 plus is required for Algebra II.

Recommendations for taking course: Students should have received a "C" or better in Algebra I and Geometry or should consider retaking one or both of these courses before continuing to Algebra II

HONORS ALGEBRA II

Prerequisites: We will look at scores from the Explore and Plan tests to determine if we will invite students to take an entrance exam for honors. We will also look at teacher recommendations to help our decisions on entrance to honors.

Credit: 1.0

Year Course

Honors Algebra II differs from Algebra II in that less time is provided for review of Algebra I and topics will be covered at a quicker pace. A greater knowledge level and deeper analysis is expected.

Note: A graphing calculator is required. The Texas Instruments TI-83 plus or TI-84 plus is recommended.

PRE-CALCULUS WITH TRIGONOMETRY

Prerequisites: Algebra II

Credit: 1.0

Year Course

In addition to covering all of the key concepts found in traditional trigonometry, pre-calculus, or math analysis courses, this course emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula. The key ideas presented are transformations of functions, periodic functions and their graphs, area under a curve as a foundation for integration, inverses, exponentials, and logarithmic equations and applications, limits to infinity and at a point, properties of functions including continuity, increasing vs. decreasing, and concavity, average rates of change and instantaneous rates of change as a foundation for derivatives, other graphical systems including polar and parametric, applications of vectors and trigonometric functions, algebraic fluency and simplification techniques, modeling using a variety of functions.

Recommendation for taking course: Students should have at least a "C" average in all previous math courses.

HONORS PRE-CALCULUS WITH TRIGONOMETRY

Prerequisites: We will look at scores from the Explore and Plan tests to determine if we will invite students to take an entrance exam for honors. We will also look at teacher recommendations to help our decisions on entrance to honors.

Credit: 1.0

Year Course

Honors Pre-Calculus differs from Pre-Calculus in that less time is provided for review of previous courses and topics will be covered at a quicker pace. A greater knowledge level and deeper analysis is expected.

AP CALCULUS AB

Prerequisites: PDM or Trigonometry and Functions

Credit: 1.0

Year Course

AP Calculus AB is a one-year course comparable to a 1st semester college calculus course. This course is offered as Advanced Placement, so that a student, after completing the course and passing the AP exam, may receive college credit and advanced placement credit, as well as high school credit.

Recommendation for taking course: Students should have at least a "B" average in the previous math courses.

Note: A graphing calculator will be required.

AP CALCULUS BC

Prerequisites: AP Calculus AB

Credit: 1.0

Year Course

AP Calculus BC is a one-year course comparable to a 2nd semester college calculus course. This course is offered as Advanced Placement, so that a student, after completing the course and passing the AP exam, may receive college credit and advanced placement credit, as well as high school credit.

Note: A graphing calculator will be required.

AP CALCULUS ABC

Prerequisites: PDM or Trigonometry and Functions

Credit: 1.0

Year Course

AP Calculus ABC is a one-year course comparable to a 1st and 2nd semester college calculus course. To cover so much content the pace of this course is rapid. Students signing up for this course should be prepared for an accelerated pace and significant work outside the classroom. This course is offered as Advanced Placement, so that a student, after completing the course and passing the AP exam, may receive college credit and advanced placement credit, as well as high school credit.

Recommendation for taking course: Students should have at least a "B+" average in their previous math course.

Note: A graphing calculator will be required.

AP STATISTICS

Prerequisite: B or higher in Algebra II or completion of Trigonometry and Functions or FST

Credit: 1.0

Year Course

This course is intended to prepare students for the advanced placement exam. It is equivalent to a one-semester college course in introductory statistics. Students who score well on the AP test in May can earn college credit in Statistics. Topics in this course include but are not limited to organizing and analyzing data, procedures for collecting data, probability and making inferences from collected data and applying conclusions to larger populations through statistical analysis. A TI-83 or Ti-84 graphing calculator is required.

TECHNICAL COLLEGE MATHEMATICS (Dual Credit)

Prerequisites: Algebra 1 and Geometry, Senior Standing

Credit: 1.0 MHS, 3.0 Technical College

Year Course

This course is for seniors intending to go to MATC (or a 2-year college) after high school. This introductory algebra course provides a thorough coverage of beginning algebra topics with an emphasis on problem solving in real world applications. Topics covered include operating with real numbers and applying order of operations to simplify numeric expressions, applying the laws of exponents to operate with polynomials, factoring quadratic expressions, simplifying and solving linear and quadratic equations in one variable, solving 2x2 systems of equations, graphing linear equations in two variables, simplifying and solving equations containing a square root and simplifying and solving rational expressions. **This is a dual credit Madison College course. Students who successfully complete the course (grade of C or better) will earn both MHS and Madison College math credits.**

MUSIC

Band

Choir

Orchestra

Cardinal Band

Cardinal Chorale

Cardinal Orchestra

Concert Band 10/11

Cantus

Wind Ensemble

Concert Choir

Symphony Orchestra

General Music

Garage Band
Explorations In Popular Music through Performance

History of Popular Music: Rock and Roll

History of Popular Music: Et cetera

AP Music Theory
- Advanced Explorations in Music I
- Advanced Explorations in Music II

MUSIC

CARDINAL BAND

Prerequisites: Grade 9 and previous membership in middle school band, or audition with the band director.

Credit: 1.0

Year Course

As the entry-level band for incoming 9th graders, the Cardinal Band is a performing ensemble with a curriculum designed to promote individual musical growth and improved technical skills. Students will meet daily in a fun, fast-paced rehearsal and also receive more personalized attention in six (6) small group instruction sessions each quarter. Cardinal Band members are eligible for participation in festivals, concert field trips, pep band and jazz ensembles. Three evening concerts presented to the public culminate study units. Certain school instruments are available for student rental for a maintenance fee of \$50.00 per year.

Note: Possession of a well maintained instrument is recommended, however some large instruments are available through the school. See instructor.

CONCERT BAND

Prerequisites: Grade 10, 11 and previous membership in Cardinal Band, or audition with the band directors.

Note: A formal audition is held for all 10th graders for their junior year band placement

Credit: 1.0

Year Course

Concert Band is designed for more experienced students who are ready to study and learn challenging repertoire. Advanced concepts of phrasing, musical precision, and interpretation will be stressed. Though concert repertoire remains at the core of the curriculum, Concert band members have the opportunity to explore jazz, chamber music, and marching band. Student learning is personalized and assessed in small group instruction. Activities include performances at music festivals, eligibility for solo/ensemble performances, and regular public performances. The Concert Band combines with the Wind Ensemble for biennial extended tours. This class can be repeated. Expectations beyond classroom: 6-7 evening events throughout the year including concerts and field shows. Community service performances occur during 2nd and 3rd quarter. Certain school instruments are available for student rental for a maintenance fee of \$50.00 per year.

*Note: Possession of a well maintained instrument is recommended, however some large instruments are available through the school. See instructor
Private lessons are encouraged.*

WIND ENSEMBLE

Prerequisites: Grade 12 (with some 11th graders by audition). Previous membership in Concert Band (Earning "A" or "B" grade in Concert Band) and audition with the band directors.

Note: A formal audition is held for all 10th graders for their junior year band placement

Credit: 1.0

Year Course

The Wind Ensemble is designed for the most advanced wind, brass and percussion students. The curriculum emphasizes music study through the medium of high quality, advanced Wind literature. Student leadership in the interpretation and preparation of all music is encouraged through the use of student led sectionals and chamber music groups. Student learning is personalized and assessed in small group instruction that alternates teacher contact with music learning projects. Ensemble activities include performances at music festivals, solo/ensemble performances, and public concerts. The Wind Ensemble combines with the Concert Band for biennial extended tours. This class can be repeated. Expectations beyond classroom: 6-7 evening events throughout the year including concerts and field shows. Community service performances occur during 2nd and 3rd quarter.

*Note: Possession of a well maintained instrument is recommended, however some large instruments are available through the school. See instructor
Private lessons are encouraged.*

CARDINAL CHORALE (Mixed Ensemble)

Prerequisites: An interest in developing musical skills through singing.

Credit: 1.0

Year Course

Expectations beyond the classroom: Weekly 25 minute small group instruction, one required concert each semester. Many optional concerts and activities. This course may be repeated. Placement interview required for students not completing Cardinal Chorale.

The Cardinal Chorale is designed for the entry level high school singer. Previous experience is helpful but not necessary. Members of this ensemble engage in activities to foster independent musicianship. These include: development of vocal technique, music reading skills and exposure to choral masterworks in a variety of styles, cultural traditions and languages. Members of the Cardinal Chorale are expected to complete nine assignments per quarter including attending small group instruction and participating in concerts.

Required Concerts: Most of our activities are enthusiastically encouraged but not required with two important exceptions. Members of the Cardinal Chorale are required to attend the Winter Concert in December and the Spring Concert in May. Participation in these concerts will weigh 15% of the quarter grade. Make up opportunities will be offered to students who miss due to extreme illness or family emergency. Make up opportunities will not be offered to students who miss these concerts for reasons deemed unexcused.

CANTUS (Soprano/Alto ensemble and/or Mixed Ensemble)

Prerequisites: A successful experience in Cardinal Chorale as evidenced by a first semester grade of "B" or better or a successful audition with the instructor.

Expectations beyond the classroom: Weekly 25 minute small group instruction, one required concert each semester. Many optional concerts and activities. This course may be repeated. Placement interview required for students not completing Cardinal Chorale.

Credit: 1.0

Year Course

Cantus is designed for intermediate high school vocal choral musicians. Cantus singers advance independent music skills including development of vocal technique, music reading skills and exposure to choral masterworks in a variety of styles, cultural traditions and languages. Members of Cantus are expected to complete nine assignments per quarter including attending small group instruction and participating in concerts.

Required Concerts: Most of our activities are enthusiastically encourage but not required with two important exceptions. Members of Cantus are required to attend the Winter Concert in December and the Spring Concert in May. Participation in these concerts will weigh 15% of the quarter grade. Make up opportunities will be offered to students who miss due to extreme illness or family emergency. Make up opportunities will not be offered to students who miss these concerts for reasons deemed unexcused.

CONCERT CHOIR

Open to Tenors and Basses: Grades 10, 11, 12; Sopranos and Alto: Grades 11, 12.

Prerequisites:

Tenors and Basses-a successful experience in Cardinal Chorale as evidenced by a first semester grade of "B" or better or a successful audition with the instructor.

Sopranos and Altos - a successful experience in Cantus as evidenced by a first semester grade of "B" or better or a successful audition with the instructor.

Placement audition required for new students.

Credit: 1.0

Year Course

Expectations beyond the classroom: Weekly 25 minute small group instruction, one required concert each semester. Many optional concerts and activities. This course may be repeated.

The Concert Choir is designed for the advanced high school choral musician. Concert Choir students advance their independent music skills to include development of vocal technique, music reading skills and exposure to choral masterworks in a variety of styles, cultural traditions and languages. Members of the Concert Choir are expected to complete nine assignments per quarter including attending small group instruction and participating in concerts including the annual Holiday Pops Concert scheduled each year during Thanksgiving weekend.

Required Concerts: Most of our activities are enthusiastically encouraged but not required with two important exceptions. Members of the Concert Choir are required to attend the Winter Concert in December and the

Spring Concert in May. Participation in these concerts will weigh 15% of the quarter grade. Make up opportunities will be offered to students who miss due to extreme illness or family emergency. Make up opportunities will not be offered to students who miss these concerts for reasons deemed unexcused.

CARDINAL ORCHESTRA

Prerequisites: Previous orchestral experience or instructor consent.

Credit: 1.0

Year Course

Service Learning: Up to 10 hours service learning available

Cardinal Orchestra is a high school entry-level string orchestra, consisting of freshmen and sophomores. Besides performing standard orchestral literature, this ensemble, through large-group rehearsal and small-group instruction, will help sharpen skills such as vibrato and shifting and will explore alternative musical styles (jazz, fiddling, etc.). Student participation in chamber music and solo/ensemble festivals is strongly encouraged. A limited number of school instruments are available for a nominal rental fee. There are several performances (generally November, March, April, and May) that require time outside class.

Note: This course is open to students in grades 10-12, but ONLY with instructor consent.

SYMPHONY ORCHESTRA

Prerequisites: Grade 11, 12 and sophomore standing with completed Cardinal Orchestra Proficiency Certificate, or audition with instructor. Private lessons (outside of school) are encouraged but are not mandatory.

Credit: 1.0

Year Course

Service Learning: Up to 15 hours of service learning available

This ensemble consists of the most advanced orchestral players at MHS. Violinists, violists, cellists, bassists, harpists, and pianists may enroll for this course, while winds, brass, and percussion are selected from the Wind Ensemble for the full orchestra experience. The curriculum, through large-group rehearsal and small-group instruction, stresses high quality standard orchestral literature, personal development, and leadership. There are several performance opportunities each year, including a fall concert, a concerto-pops concert, a spring concert, and a district holiday tour. Student participation in chamber music and solo/ensemble festivals is strongly encouraged. A limited number of school instruments are available for a nominal rental fee.

GENERAL MUSIC ELECTIVES

GARAGE BAND: EXPLORATIONS IN POPULAR MUSIC THROUGH PERFORMANCE

Prerequisites: none

Credit: 0.5

Semester Course

Garage Band is designed for students who want to develop music making skills and explore music literacy using the medium of pop and rock music. Musical content will focus on pop, rock, jazz and blues forms. This is a basic entry-level music course for students with little or no music training and is not open to students with formal music reading and ensemble experience. Hands on instruction will be given on guitar, electric bass, drum set, keyboard, and vocals. Students will develop skills on each instrument, create ensembles, and explore music performance. A focused approach to music learning is expected and some personal practice outside of class may be needed at times.

HISTORY OF POPULAR MUSIC: Rock and Roll

Prerequisites: None

Credit: 0.5

Semester Course

Service Learning: Up to 2 hours service learning available

History of Popular Music I is a general music course that investigates Rock and Roll and related styles. Discussions include the roots of Rock, its emergence in the Fifties, its coming of age in the Sixties, its splintering in the Seventies, its urbanization in the Eighties, and more.

HISTORY OF POPULAR MUSIC: Et cetera

Prerequisites: History of Popular Music I

Credit: 0.5

Semester Course

Service Learning: Up to 2 hours service learning available

This course explores areas of popular music not covered in History of Popular Music: Rock and Roll. Some of the areas of study include film scores, American musical theater, jazz, the history of sound recording technology, country music, and music videos.

AP MUSIC THEORY

Prerequisites: Grade 11, 12 and consent of instructor

Credit: 1.0

Year Course (organized in two one-semester courses)

Service Learning: Up to 2 hours service learning available

The AP Music Theory course consists of two courses: *Advanced Explorations in Music I* offered first semester, and *Advanced Explorations in Music II* offered second semester. The exploratory skills and concepts learned in semester I will be further developed, expanded, and focused in Semester 2 as students prepare for the AP exam.

Note: In order to receive the AP designation on a transcript for this course, a student must take both semesters in the same school year. Students can opt to take only one semester of this course, but they will not receive the AP designation on their transcript.

Semester 1: ADVANCED EXPLORATIONS IN MUSIC I - (students can elect to take semester 1 only)

This course is designed for the curious music student who is considering a career in music or simply would like to study music in more depth. The class will focus on the creative process by teaching the elements of music history, theory and analysis. Students will learn about music structure, form, harmony, evolution, and utilize technology in synthesizing this new knowledge as they craft their own compositions. Competent music reading skills are a prerequisite for this course.

Semester 2: ADVANCED EXPLORATIONS IN MUSIC II

This course is an extension of Advanced Explorations in Music 1, expanding the exploration of topics covered in the first semester but with increased focus toward the AP Music Theory Exam. Additional topics will include music critique, conducting, arranging and orchestration, advanced compositional techniques, and form analysis.

Students are required to complete three (3) Physical Education courses over three (3) separate years for a total of 1.5 credits.

One year must be Fitness Foundations 9. Two (2) Cardinal Core Electives are then selected for the remaining credits and must be taken in different years.

PHYSICAL EDUCATION / HEALTH

PHYSICAL EDUCATION/HEALTH

Students are required to complete three (3) Physical Education courses over three (3) separate years for a total of 1.5 credits. One year must be successfully completing Fitness Foundations 9. After completing Fitness Foundations 9, you will need to choose two different Cardinal CORE courses taken in two different years to fulfill your graduation requirement.

FITNESS FOUNDATIONS 9

Prerequisites: None

Credit 0.5

Year course

Fitness Foundations is an entry level class that offers students the chance to develop lifelong habits in physical activity and nutritional choices. It is well documented that physical activity enhances all aspects of our total well being. Students will have the opportunity to enhance their individual level of fitness. This course provides a unique experience that goes beyond a sport specific focus. Units explore team and individual activities, as well as aquatic movement as a form of non - weight bearing cardiovascular exercise. Students taking this course will not only design, develop and utilize goals for their personal well being, but also apply their knowledge towards developing a lifelong interest in physical activity.

PHYSICAL EDUCATION SKILLS (ADAPTIVE PE)

Prerequisites: Case manager / IEP team decision

Credit: 0.5

Semester Course

This class is designed for students in need of more individualized help with their physical skills. Fitness concepts as well as individual and team sports will be taught depending on class size and abilities. Swimming and bowling may be incorporated into this class as well as balance and strength activities to assist students as they work on their personal goals.

ALTERNATIVE PHYSICAL EDUCATION

Prerequisite: Consult with student service personnel and Case Manager.

Credit: 0.5

Semester Course

This class is designed for students who have an individualized plan. Units taught will be based on the needs and interests of the students enrolled in the class. Activities may include a variety of team and individual sports as well as fitness and health related components. Students will have the opportunity to participate in activities taking place in a community setting outside the school building. A small charge may be required for community activities.

Physical Education Cardinal Core Courses

The prerequisite for all CORE courses is successfully completing Fitness Foundations 9. The Physical Education CORE program requires a total of two (2) different courses completed over two different years.

You may take additional classes for elective credit. Aquatic opportunities are included in all Physical Education courses. Curriculum changes within existing courses may exist when new opportunities to explore fitness options become available. In addition, our goal is to educate students on the physical benefits of stretches and exercises that traditionally have been called yoga. These are not religious based activities. We teach structural alignment, strengthening, balance, and exercises used in Physical Therapy settings. If you have additional concerns, please contact your Physical Education Instructor.

Note: There may be a small fee for activities done off campus and for personal fitness equipment that is used in classes.

FITNESS FOR LIFE

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

This class is designed to provide students with an opportunity to learn and participate in “movement” based activities as well as creating a personal fitness plan. Activities/topics may include dance, yoga, water exercise, strength training, pilates, power/pole walking, nutrition, stability ball, snowshoeing, fitness related activities as well as self-defense concepts and skills. Information will be provided on self-esteem/body image as well as using a textbook to enhance knowledge. These activities are designed to provide motivation to develop and maintain a healthy, active lifestyle.

JUST FOR THE HEALTH OF IT

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Service Learning: Up to 2 hours service learning available

This course is designed for students who want to continue a path of fitness for life. Students will develop health and fitness goals as they generate a personal profile. Emphasis will be on health and skill related components of fitness. Community enrichment opportunities as well as aquatic training will be incorporated in the course. Nutrition and muscle identification in relation to sports and fitness will also be addressed. Students will be introduced to various health fields and opportunities to visit local health care facilities as well as researching current health and fitness trends.

LIFEGUARD TRAINING

Prerequisite: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education. Successfully complete criteria 1-4 below to be considered for certification

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

- 1. Must be 15 years old at the end of the course*
- 2. Must be able to complete 300 yards of freestyle (front crawl) and breaststroke within Red Cross guidelines (100 free, 100 breast, 100 either/or)*
- 3. Must be able to swim 20 yards and perform brick retrieval from 7-10 ft of water and return to starting point within Red Cross guidelines established time limit.*
- 4. Score at least 80% on all written material*

American Red Cross Lifeguard Training requires a structured skill performance check off procedure. Participants will be viewing lifesaving skills, initiate hands on practice and move toward skill proficiency for each testing component. Skill development will recognize victims at risk and prevent injuries with early recognition training. Students will be accomplished in first responder rescue abilities both on land and in aquatic environments. First Aid training, CPR integrated with AED training will also be required to complete within the course content. Certification is based on skill completion, attending all classes and receiving 80% or higher on written work such as quizzes/tests. In addition, participants will learn how to interact with community patrons and work with public relations to model acceptable behavior in aquatic settings.

A course fee is required to purchase American Red Cross protective barriers and authorized provider fee.

LIFETIME RECREATIONAL SPORTS:

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Lifetime Recreational Sports will give students the opportunity to experience a variety of individual and group activities that can provide lifelong recreation, fitness and wellness. Activities may include: archery, badminton, bowling, tennis, fitness, golf, water exercise, soccer, in-line/ice skating, ultimate frisbee, snow shoeing, volleyball, basketball and pickle ball. These activities are designed to provide real life experiences to help develop and maintain a healthy, active lifestyle. Students will have the opportunity to participate in activities taking place in a community setting outside the school building. A small charge may be required for community activities.

OUTDOOR PURSUITS

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

This class will provide students the opportunity to participate in a variety of outdoor challenges. Some of the activities covered may include: in-line/ice skating, cross country skiing, snow shoeing, pole walking, hiking and camping skills, kayaking, disc golf, swimming, cycling, orienteering and archery. Students will have opportunity to develop skills necessary to continue the course activities on their own as they pursue lifetime fitness and wellness. A small charge may be required for some community activities.

PHYSICAL EDUCATION STRENGTH & CONDITIONING I (PESC I)

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

Students will have the opportunity to broaden their knowledge of strength and movement training principles and incorporate them in to an individualized program. Functional balance, core strength and cardiovascular fitness will be incorporated in to this class. Testing and follow-up evaluations will be emphasized. Swimming will also be included in the training phase of the course as well as other conditioning alternatives and fitness measurements.

PHYSICAL EDUCATION STRENGTH & CONDITIONING II (PESC II)

Prerequisites: Must have successfully passed PESC I

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

Students will learn advanced strength training exercises, along with expanded conditioning, speed, agility, plyometrics, and core strength. Students will create their own personal fitness workouts based on an endurance or power approach. Aquatic conditioning as well as other unique methods of exercise will be incorporated in this class.

ROPES

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

Students will have the opportunity to encounter Adventure Education in a challenge by choice and positive risk taking curriculum. The ropes challenge course provides team building and personal growth as they master low initiatives as well as high and low climbing elements. Low elements are 2-3 feet off the ground. High climbing elements are 5-20 feet off the ground. Safety is the number one priority for all students. Strength, flexibility, creativity, communication, trust and group problem solving skills along with wellness will be emphasized. Team

challenges/activities will also be incorporated in an aquatic setting. Students will be encouraged to challenge themselves in a safe setting that will help them acquire their full potential.

TEAM SPORTS

Prerequisites: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Credit: 0.5

Semester Course

Team sports will provide students with the opportunity to experience a variety of team sports which can be an avenue to lifetime fitness and wellness. Units to be offered include: basketball, volleyball, flag football, soccer, softball, eclipse ball, STX ball, ultimate Frisbee and water polo. If you are looking for a more competitive edge to your fitness routine, this is the class for you. Progression of activities will move towards tournament play for unit completion. These activities are designed to provide motivation to develop and maintain a healthy active lifestyle. A small charge may be required for some community activities.

WATER SAFETY INSTRUCTOR (WSI)

Prerequisite: Fitness Foundations 9, Physical Education Skills, Alternative Physical Education

Successfully complete criteria below to be considered for certification

***Must be 16 years old at the end of the course*

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

1. Need to successfully demonstrate the proficiency to perform the following skills

Front crawl (25 yards)

Sidestroke (25 yards)

Back crawl (25 yards)

Butterfly (15 yards)

Breaststroke (25 yards)

Maintain float on back (1 minute)

Elementary backstroke (25 yards)

Finning & Sculling

Tread water for 1 minute

2. Successfully complete Fundamentals of Instructor's Training

3. Score at least 80% on all written material and complete all skill / teaching sessions

This course is designed to train instructors in Swimming and Water Safety Programs through the American Red Cross. Curriculum focuses on ARC- Learn to Swim Programs, Parent and Child Aquatics, Longfellow's WHALE Tales, FIT and Basic Water Rescue. Hands on teaching experience will be provided during the block period. Middleton - Cross Plains 3rd and 5th graders will participate in Learn to Swim lessons and safety training stations. WSI candidates will gain valuable lesson preparation experience developing block/lesson plans, skill check lists and implementing this in a teaching setting. American Red Cross combines course work and hands on teaching experience which qualify candidates for certification provided attendance is consistent with experience provided.

A course fee is required to purchase American Red Cross required text and authorized provider fee.

HEALTH

HEALTH & WELLNESS

Prerequisites: Grade 10

Credit: 0.5

Semester Course

Service Learning: Up to 2 hour service learning available

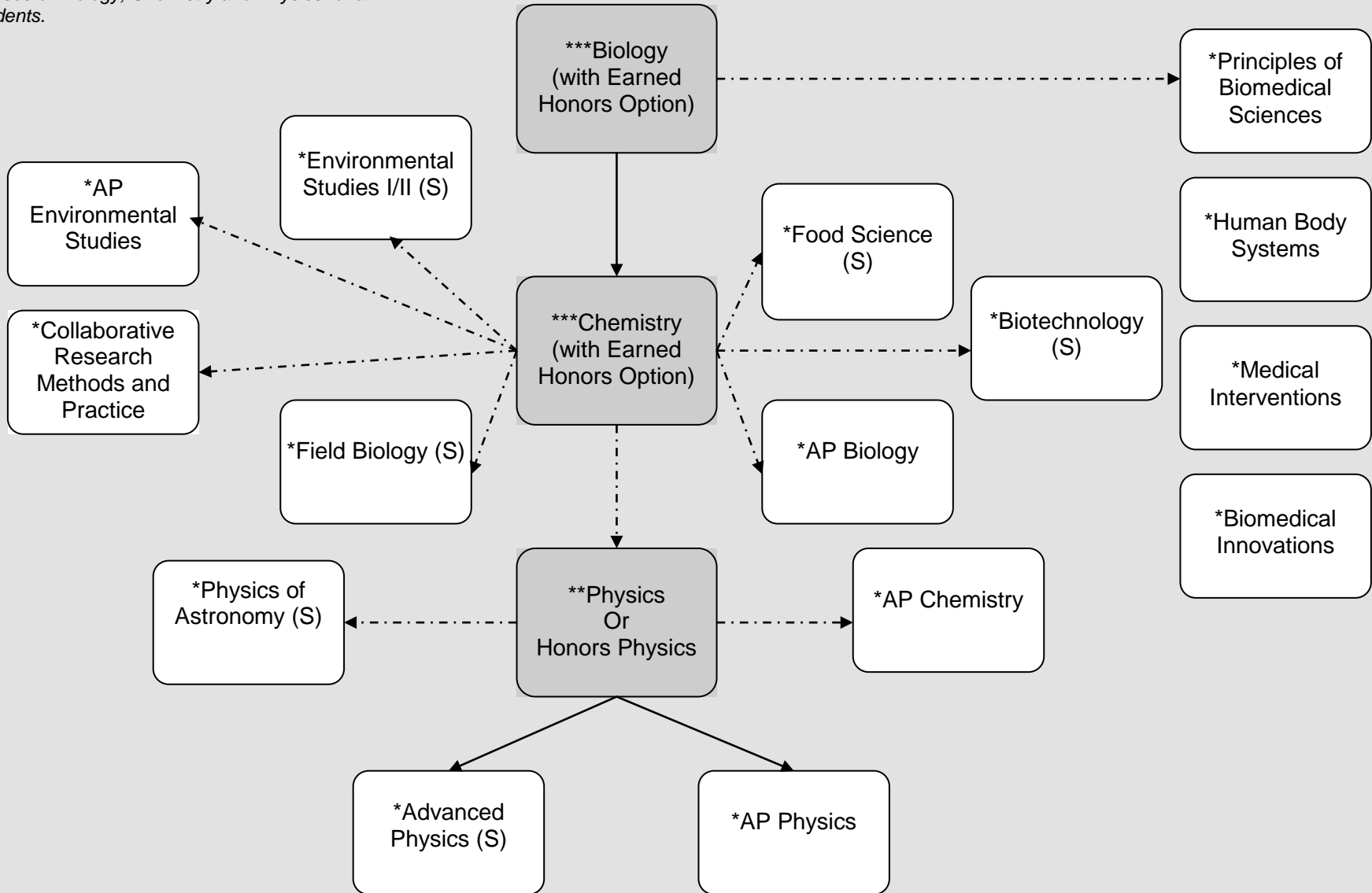
Health and Wellness addresses the overall health and well-being of each individual. Topics will include: mental & emotional health, nutrition & fitness, substance use and abuse, human sexuality and developing healthy relationships. Throughout the course, a wellness theme will be developed which stresses the importance of proper diet, exercise, and stress reduction. Overall awareness and development of decision-making skills and personal health habits will be the central theme throughout the curriculum.

Note: This class fulfills the requirement for Graduation

SCIENCE

Biomedical Sciences/PLTW

The ACT recommends the three core science classes of Biology, Chemistry and Physics for all students.



(S) Designates a semester course

*** Required Course

** Recommended Course

* Elective Course

————> Indicates courses must be taken in succession

- - - -> Indicates courses may be taken simultaneously

SCIENCE

BIOLOGY

Prerequisites: None

Credit: 1.0

Year Course

Biology is planned to provide an interesting and worthwhile background in the biological sciences. Emphasis is placed on laboratory work and problem solving. Topics studied include ecology, cellular biology, genetics, taxonomy, and a survey of the kingdoms. Laboratory activities provide the opportunity to acquire essential background for a variety of careers such as those in medical fields, forestry, biotechnology, wildlife management, zoology, botany and horticulture.

AP BIOLOGY

Prerequisites: Biology, Chemistry (or concurrent enrollment in Chemistry)

Credit: 1.0

Year Course

Lab fee: \$5

AP biology is designed to be equivalent to an introductory biology course taken the first year of college. The class provides laboratory activities, development of problem solving skills, and additional background in biology. Activities include microbiology lab exercises, human genetics problem analysis, plant and animal observation, and dissection. Classes consist of numerous small group activities, lecture and discussions. This course provides a good introductory background for those interested in the following fields of study: zoology, botany, veterinary medicine, medicine, genetics, nursing and physical and occupational therapy.

FIELD BIOLOGY

Prerequisites: Biology and Chemistry (or concurrent enrollment in Chemistry)

Grade 10, 11, 12

Credit: 0.5

Semester Course

Lab fee: \$30

Field Biology is a semester long course offered each semester in which students will learn concepts about ecology through outdoor activities and exploration of a variety of ecosystems. Students will work with field biologists from the DNR, University of Wisconsin, and conservation organizations exploring and taking part in actual field research. The majority of class periods are spent in the field with biologists studying wildlife, forestry, and stream and lake ecology. There will also be an opportunity for an extended overnight field trip.

INTRODUCTION TO BIOTECHNOLOGY

Prerequisites: Biology and Chemistry (or concurrent enrollment in Chemistry)

Credit: 0.5

Semester Course

Lab fee: \$5

Biotechnology is designed to introduce students to the rapidly growing field of molecular biology and its applications in areas such as agriculture and medicine. The course introduces students to basic techniques of DNA science and involves extensive laboratory work. In addition students will have the opportunity to discuss the social, legal and ethical issues surrounding current topics in biotechnology (examples: stem cells, genetic testing, and genetically modified foods).

Note: Course can be taken for science or career and technical education credit.

PLTW: PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) (College Credit eligible)

Grade: 9, 10, 11, 12

Credit: 1.0

Length: Year or Equivalent

Service Learning: Up to 10 hours of service learning available

Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the

death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

PLTW: HUMAN BODY SYSTEMS (HBS) (College Credit eligible)

Grades: 9, 10, 11, 12

Prerequisite: Completion of or concurrent enrollment in Principles of the Biomedical or consent of Global Academy Advisor

Credit: 1.0

Length: Year or Equivalent

Service Learning: Up to 10 hours of service learning available

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, perform multiple dissections, and often play the role of biomedical professionals to solve medical mysteries.

PLTW: MEDICAL INTERVENTIONS (MI) (College Credit eligible)

Grades: 10, 11, 12

Prerequisite: Completion of or concurrent enrollment in Human Body Systems (HBS) or successful completion (B- or better) of an AP science or advanced science course, such as biotechnology.. Or consent of Global Academy Advisor.

Credit: 1.0

Length: Year or Equivalent

Service Learning: Up to 10 hours of service learning available

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

PLTW: BIOMEDICAL INNOVATIONS (BI) (College Credit eligible)

Grades: 10, 11, 12

Prerequisite: Completion of, or concurrent enrollment in Medical Interventions (MI), completion (B- or better) of an AP science course, or advanced science course, such as biotechnology, or consent of the Global Academy Coordinator.

Credit: 1.0

Length: Year or Equivalent

Service Learning: Up to 10 hours of service learning available

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community

CHEMISTRY

Prerequisites: Biology

Grade 10, 11, 12

Credit: 1.0

Year Course

Lab fee: \$8

Chemistry is intended to be a college preparatory course giving students a thorough understanding of the basic concepts of chemistry. An emphasis will be placed on quantitative relationships between substances, using mathematical problem solving activities. Topics covered include molecular concepts and structures, the relationship between matter and energy, and equilibrium. Interactions of science, technology and society will also be explored. This course is recommended for students pursuing higher level science courses. Every student will have the option of earning a notation of 'Honors' on their transcript for each semester of the class.

Note: You will need a scientific calculator (excluding TI-34)

AP CHEMISTRY

Prerequisites: Biology, Chemistry, and completion (or concurrent enrollment) in a physics course.

Grade: 11, 12

Credit: 1.0

Year Course

Lab fee: \$13.00

The AP Chemistry course is designed to be the equivalent of the introductory chemistry course usually taken during the first year in college. The college course in chemistry differs qualitatively from a high school course with respect to the kind of textbook used and the level of depth covered. The class provides laboratory activities, development of problem solving skills, and additional background in chemistry as well as lecture, discussion and small group work. The following are some of the concepts included in the course: atoms, molecules and ions, formulas and equations, the quantum theory and periodic chart, physical behavior of gases, solutions, spontaneity of reactions, chemical equilibrium, precipitation reactions, acid-base reactions, complex ions, qualitative analysis, and organic chemistry. This course provides a good introductory background for those interested in the following fields of study: engineering, chemistry, biology, medicine, genetics, environmental science and policy.

PHYSICS

Prerequisites: Geometry and Biology

Grade: 11, 12

Credit: 1.0

Year Course

Physics deals with the study of the relationship between matter and energy. Physics is intended for those students interested in understanding the concepts and ideas related to physics. This course is intended for non-science students. The major topics include the study of motion, forces, energy, space, sound and light. Learning activities will include problem solving, laboratory experiments and activities.

HONORS PHYSICS

Prerequisites: Algebra II and Biology.

Grade: 11, 12

Credit: 1.0

Year Course

Honors Physics is the study of the physical universe dealing with the relationship between matter and energy. Honors Physics is intended to give students a thorough understanding of the basic concepts of physics with an emphasis on math application and problem solving. The major topics include mechanics (motion, forces, momentum, and energy), waves, sound, light, electricity, and magnetism. The course is intended for both science and non-science students, however, anyone interested in continuing his/her post high school education in a field relating to math, science or engineering should definitely take this course.

ADVANCED PHYSICS

Prerequisites: Honors Physics or Physics

Grade: 11, 12

Credit: 0.5

Semester Course

Advanced Physics is a semester course, which incorporates a more advanced level of thinking and problem solving. The topics covered are college level material and also useful for students thinking of going into the engineering or physics fields. The topics include: Introduction to Engineering Mechanics, Electric Circuits, the Special Theory of Relativity, the General Theory of Relativity, Introduction to Quantum Mechanics, and Introduction to String Theory. Critical thinking and problem solving make up a major portion of the course.

AP PHYSICS

Prerequisites: Honors Physics or Physics.

Grade: 12

Credit: 1.0

Year Course

The AP Physics course is designed to be the equivalent of an introductory college physics course. AP Physics is meant to be a second year of high school physics building on and extending the mathematical and conceptual understanding attained in Honors Physics or Physics. AP Physics provides a systematic development of the main principles of physics; emphasizing problem solving and helping students develop a deep understanding of physics concepts as well as strong experimental design skills.

PHYSICS OF ASTRONOMY

Prerequisites: 2.0 credits science

Grade: 11, 12

Credit: 0.5

Semester Course

Astronomy is a semester course, which surveys the basic topics and concepts of astronomy. Topics include a historical perspective of astronomy, motions of the sky and constellations, stars and stellar evolution, galaxies and cosmology, the solar system and space exploration. The class includes actual stargazing and use of computer generated sky-watching programs to assist students in learning the mechanics of celestial motions and events.

ENVIRONMENTAL STUDIES: WATER USE AND POLLUTION

Prerequisites: Biology and Chemistry (or concurrent enrollment in Chemistry)

Credit: 0.5

Semester I only

Service Learning: Up to 9 hours service learning available

Environmental Studies: Water Use and Pollution combines the scientific study of environmental processes and the study of human interaction with the natural world. During the semester students will explore global and local perspectives to better understand water use, scarcity, and pollution. Using these issues as the organizing focus students will also examine questions related to habitat, human populations, biodiversity, and the politics and economics of environmental regulation. Various community speakers, field trips and field work will help students make connections to their own experiences and understand the relevance of water and pollution.

Note 1: There is a \$5.00 bus fee to cover cost of transportation during class periods.

Note 2: Students may take one or both semesters of Environmental Studies OR AP Environmental Science.

ENVIRONMENTAL STUDIES: CLIMATE SCIENCE AND POLICY

Prerequisites: Biology and Chemistry (or concurrent enrollment in Chemistry)

Credit: 0.5

Semester II only

Service Learning: Up to 9 hours service learning available

Environmental Studies: Climate Science and Policy combines the scientific study of environmental processes and the study of human interaction with the natural world. Global climate change is one of the most scientifically complex issues of our time and a debate rages about what, if any, solutions are necessary. Students will gain a

better scientific understanding of climate science. They will analyze different sources of evidence and information about what future climates will look like, and evaluate what factors influence climate related policy at local, national and international levels. Students will also study the history of the environmental movement, environmental ethics and citizenship, traditional and alternative energy sources, and local land use and transportation as related to climate change. Various community speakers, field trips and field work will help students make connections to their own experiences and understand the relevance of climate science.

Note 1: There is a \$5.00 bus fee to cover cost of transportation during class periods.

Note 2: Students may take one or both semesters of Environmental Studies or AP Environmental Science.

AP ENVIRONMENTAL SCIENCE

Prerequisites: Grade 10, 11, or 12 Biology and Chemistry (or concurrent enrollment in Chemistry)

Credit: 1.0

Year Course

Service Learning: Up to 9 hours service learning available

AP Environmental Science is a course designed for the college-bound student in their sophomore, junior, or senior year of high school. It is a lab-oriented, experiential class that looks at the environment, its function, and human impacts affecting its well being. Topics include: ecology, soil, water and air quality, human and wildlife populations, water resources, urban planning, food and energy systems. Students will have the opportunity to participate in day trips to local areas of interest, and will be involved in service learning where they will be involved in conservation work at local natural areas like the Pheasant Branch Conservancy. Those enrolled in the class have the option of taking the AP Environmental Science exam for college credit. Students interested in a career in Natural Resources or Environmental Education are encouraged to enroll in AP Environmental Science.

Note 1: There is a \$5.00 bus fee per semester to cover the cost of transportation during class periods.

Note 2: Three hours per quarter of community service are required for this course. Students who have taken Water Use and Pollution and/or Climate Science and Policy are not eligible to enroll in this course.

COLLABORATIVE RESEARCH METHODS AND PRACTICE

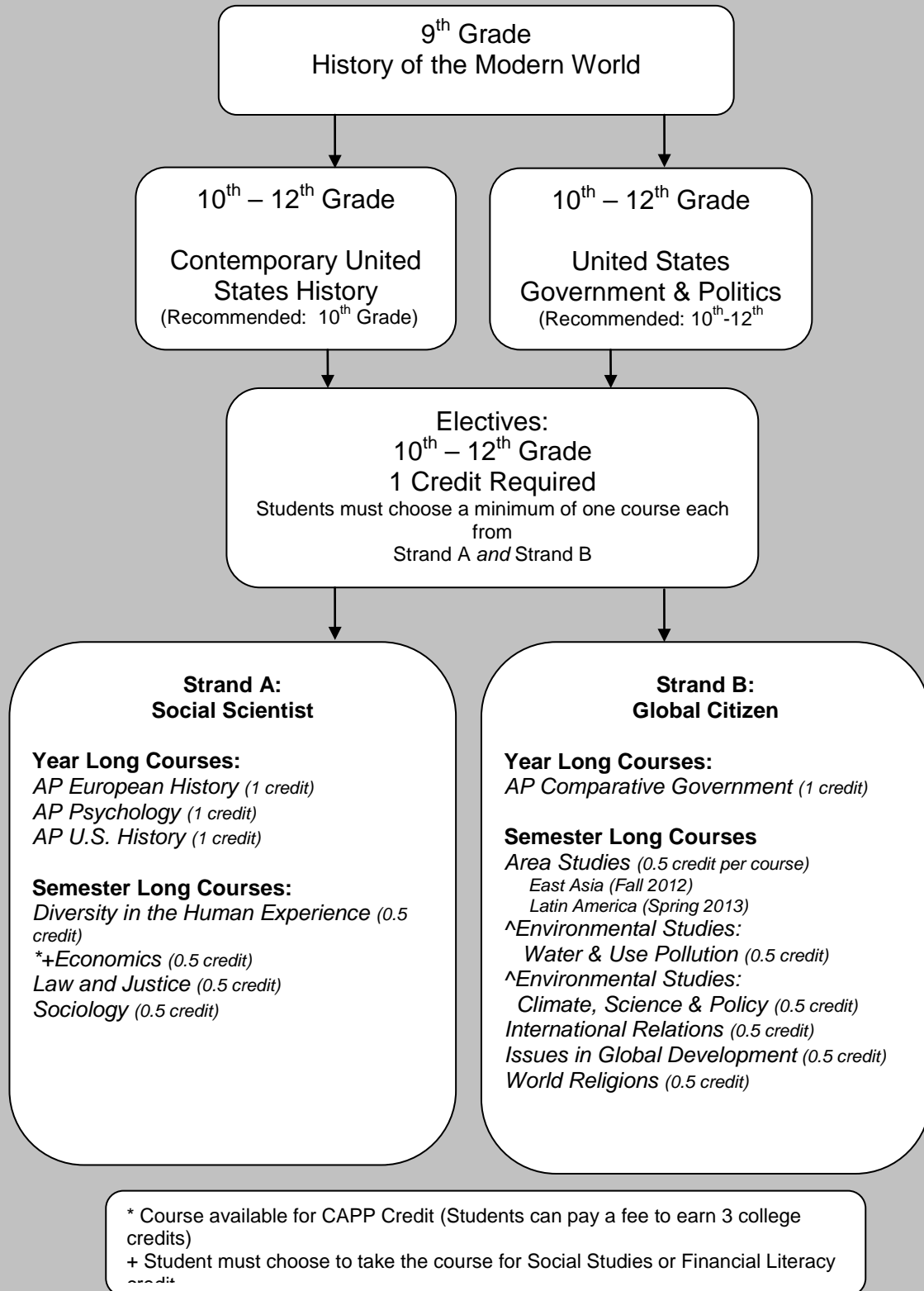
Prerequisites: Biology

Grade: 10, 11, or 12

Credit: 0.5

Semester Course

Students will collaboratively engage in each step of the scientific research process. Working as a member of a student-directed research team or with an established adult researcher, students will engage in authentic open-ended research. Students will develop and apply the skills necessary to do background research, formulate or validate a question and hypothesis, design and plan appropriate research methods, collect data, interpret experimental data, apply statistical and error analysis, and then publish the results of their research. This semester course is open to students at every grade level and may be taken multiple times with permission of the instructor.



SOCIAL STUDIES

HISTORY OF THE MODERN WORLD

Prerequisites: None

Credit: 1.0

Year Course

Note: All ninth grade students must register for History of the Modern World

The first of three required social studies courses, History of the Modern World introduces freshmen to World History from the Renaissance to the Cold War. In addition to demonstrating conceptual knowledge of world history, this course focuses on improving the following skills: reading historical materials, verbal and written communication, critical thinking, interpreting a variety of data, and building a sense of global citizenship.

CONTEMPORARY UNITED STATES HISTORY

Prerequisites: History of the Modern World

Credit: .5 (This course is offered both semesters.)

Semester Course

Recommended: 10th grade

Required for graduation class of 2015 (Elective credit available for class of 2013 and 2014)

In Contemporary United States History, students explore United States history from the 1960's to the present. In addition to demonstrating conceptual knowledge of recent United States history, this course focuses on improving the following skills: reading historical materials, verbal and written communication, critical thinking, and historical document analysis.

UNITED STATES GOVERNMENT AND POLITICS

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Recommended: 10th – 12th grade

Required for graduation class of 2015 (Elective credit available for class of 2013 and 2014)

Service Learning: Up to 5 hours of service learning available

U.S. Government and Politics engages students in a semester-long simulation of the legislative process. Students develop a political identity and learn how laws are developed by investigating, writing, and voting on bills. This course builds foundational knowledge about American government and politics through discussion of current public issues. By the end of the semester students will have developed skills in written and verbal communication, critical thinking, and will better understand their role as citizens in a democracy.

AP COMPARATIVE GOVERNMENT

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 1.0

Year Course

Service Learning: Up to 5 hours of service learning available

Note: This course meets the Global Citizen requirement.

The course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in the following countries: China, Great Britain, Mexico, Nigeria, Russia and Iran. The demands for the student will be extensive in terms of writing, reading, and document analysis. This is a college level class designed for students planning to take the Advanced Placement examination for college credit in May.

AP EUROPEAN HISTORY

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 1.0

Year Course

Service Learning: Up to 5 hours of service learning available

Note: This course meets the Social Scientist requirement.

The AP European history course covers the period 1450 – Present and introduces students to the cultural, economic, political and social developments that have played a fundamental role in shaping the world in which

we live. AP European History is for the student who looks forward to the rigorous development of critical thinking in their writing, reading, discussion and document analysis. It is also for the student who loves and wants to study in depth, not only history, but also the humanities – art history, music history, philosophy, literature and drama/theatre. This is a college level class designed for students planning to take the Advanced Placement examination for college credit in May.

AP PSYCHOLOGY

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 1.0

Year Course

Up to 5 hours of service learning can be earned through this course.

Note: This course meets the Social Scientist requirement.

AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. This is a rigorous and demanding course intended to mirror that of a three-credit general psychology course at the college level. This is a college level class designed for students planning to take the Advanced Placement examination for college credit in May.

AP UNITED STATES HISTORY

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 1.0

Year Course

Up to 5 hours of service learning can be earned through this course.

Note: This course meets the Social Scientist requirement.

This college-level study of United States history from the pre-colonial era to the present introduces students to the cultural, economic, political, social and foreign policy influences that have shaped the United States. AP United States History is for the student who looks forward to the rigorous development of critical thinking in their writing, reading, discussion and document analysis. It is also for the student who loves and wants to study in depth, not only history, but also the United States Presidents, Congressional legislation and Supreme Court rulings. This is a college level class designed for students planning to take the Advanced Placement examination for college credit in May.

Note: There may be a student fee for textbooks and classroom materials/activities.

AREA STUDIES (EAST ASIA—FALL SEMESTER, LATIN AMERICA—SPRING SEMESTER)

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Up to 5 hours of service learning can be earned through this course.

Note: This course meets the Global Citizen requirement.

Each of the Area Studies courses are semester-long courses that will focus on a different region of the world. Area Studies will address the history and development of major societies of the non-Western world. Area Studies will also focus on modern day events including politics, culture and foreign affairs. Student interest in specific countries or regions will help determine topics of study. At this time, only one Area Studies course will be offered each semester.

East Asia (China, Japan, North Korea, and South Korea, with an emphasis on China)

Latin America (South and Central America, with an emphasis on Brazil and Mexico)

South Asia (India, Pakistan, and Bangladesh)

Africa (Five Major Regions of Africa: Northern, Western, Central, Eastern, & Southern)

DIVERSITY IN THE HUMAN EXPERIENCE

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours of service learning available; 2 hours required

Note: This course meets the Social Scientist requirement.

Diversity in the Human Experience builds upon the knowledge gained in Social Studies 10 regarding the American experience. This course examines the historical and contemporary accomplishments and challenges of people in American society who may have been overlooked in U.S. History such as minorities (Black Americans, Hispanic Americans and Muslim Americans), people from various socio-economic strata (poor, middle class, and affluent), and people with disabilities (physical, cognitive and learning). As there is no textbook for this course, students will read excerpts from various books and articles, review on-line resources, write research and analysis papers, and do independent research as part of the course.

ECONOMICS (CAPP Credit*)

(Meets the Financial Literacy Requirement)

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Note: This course meets the Social Scientist requirement.

Economics is the study of scarcity. Living in a world of limited resources, humans are faced with making decisions about how to satisfy unlimited needs and wants. The choices individuals make have local, national, and global economic effects. A major goal of this course is to teach students how to think like an economist and understand the importance of financial literacy. Students will study current economic problems and possible solutions through an interactive, project-based approach.

**CAPP Credit is available only to students in grades 11 or 12.*

ENVIRONMENTAL STUDIES: WATER USE AND POLLUTION

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: .5 (Semester I only)

Service Learning: Up to 5 hours of service learning available; 4 hours are required.

Note: This course meets the Global Citizen requirement.

Environmental Studies: Water Use and Pollution combines the scientific study of environmental processes and the study of human interaction with the natural world. During the semester students will explore global and local perspectives to better understand water use, scarcity, and pollution. Using these issues as the organizing focus, students will also examine questions related to habitat, human populations, biodiversity, and the politics and economics of environmental regulation. Various community speakers, field trips and fieldwork will help students make connections to their own experiences and understand the relevance of water and pollution.

Note: There is a \$5.00 bus fee to cover cost of transportation during class periods.

Note: Students may take one or both semesters of Environmental Studies OR AP Environmental Science.

ENVIRONMENTAL STUDIES: CLIMATE, SCIENCE, AND POLICY

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: .5 (Semester II only)

Service Learning: Up to 5 hours of service learning available; 4 hours are required

Note: This course meets the Global Citizen requirement.

Environmental Studies: Climate Science and Policy combines the scientific study of environmental processes and the study of human interaction with the natural world. Global climate change is one of the most scientifically complex issues of our time and a debate rages about what, if any, solutions are necessary. Students will gain a better scientific understanding of climate science. They will analyze different sources of evidence and information about what future climates will look like, and evaluate what factors influence climate related policy at local, national and international levels. Students will also study the history of the environmental movement, environmental ethics and citizenship, traditional and alternative energy sources, and local land use and transportation as related to climate change. Various community speakers, field trips and fieldwork will help students make connections to their own experiences and understand the relevance of climate science.

Note: There is a \$5.00 bus fee to cover cost of transportation during class periods.

Note: Students may take one or both semesters of Environmental Studies OR AP Environmental Science.

INTERNATIONAL RELATIONS

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours of service learning available

Note: This course meets the Global Citizen requirement.

Students taking International Relations will be provided with a framework for studying the complexities of timely international issues and examining United States foreign policy. In this course students will pay close attention to current events and global problems. Students will be expected to participate in regularly held discussions, debates, and simulations related to international relations.

ISSUES IN GLOBAL DEVELOPMENT

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Service Learning: Up to 5 hours of service learning available

Note: This course meets the Global Citizen requirement.

Students taking this course will explore some of the major issues confronting the world today. Some of the topics students will investigate are globalization, poverty, women's rights, access to clean water and healthcare. During this process students will examine how the global community is responding to these issues from an international, national and local/individual level. Students will be expected to take part in classroom discussion, debates and projects related to these topics.

LAW AND JUSTICE

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Note: This course meets the Social Scientist requirement.

In Law and Justice, students will consider legal aspects of some of the most difficult issues facing our democracy. To better understand legal issues and their impact on society, students will explore contemporary legal issues through case studies, mock trials, role-plays, and legal analysis. Students will also examine how modern society has been shaped by legal decisions in the past and continues to be altered by new legal decisions.

SOCIOLOGY

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Note: This course meets the Social Scientist requirement.

Sociology is a semester-long course concerned with the study of the group life of human beings and the resulting social behavior. Among the topics that the instructor chooses from are (1) History of Sociological Theory; (2) Cultural Diversity and Social Change; (3) Criminal and Deviant Behavior; (4) Class and Social Mobility; (5) Gender Identity and Inequality; (6) Race and Discrimination (7) Socialization; (8) Adolescent Issues; (9) Education and Religion; (10) Sociology and the Family. Each student is expected to complete individual and group projects throughout the semester.

WORLD RELIGIONS

Prerequisites: History of the Modern World, Grade 10, 11, or 12

Credit: 0.5

Semester Course

Note: This course meets the Global Citizen requirement.

The study of world religions is an integral part of understanding individuals, regions, and nations today. This course will introduce students to the history, beliefs, and practices of the world's living religious traditions. The course will incorporate readings, lectures, and discussions. Class content will include the history and essential teachings of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism and Taoism, along with other religions and religious practices. The purpose of this course is not to promote any particular faith or religion, but rather to better understand the role that religion has played, and continues to play, over time.

SPECIAL EDUCATION

The Special Education program at Middleton High School provides services for students who have been determined through a multi-disciplinary team assessment to have special education needs in the following areas:

Emotional Behavioral Disturbance (BD)
Hearing Impairment (HI)
Orthopedic Impairment (OH)
Speech & Language Impairment (SL)
Traumatic Brain Injury (TBI)

Other Health Impaired (OHI)
Learning Disability (LD)
Autism
Cognitive Disability (CD)
Visual Impairment (VI)

READING I

Prerequisites: Teacher consent through placement test

Credit: 1.0

Year Course

The focus of this class is to develop the decoding skills, reading fluency and accuracy of students who have not mastered all the regular phonics rules or basic word attack skills. Students read words in isolation and in short passages and stories. The lessons are tightly sequenced which provide struggling readers with the structure to learn, practice and master essential reading strategies. The lessons build decoding, comprehension, vocabulary, critical-thinking and writing skills. Students are required to take a placement test to identify the students' starting points in the program.

Note 1: Students who score below a 500 Lexile score will be given a reading placement test for this class. Reading class placement will be based on the placement test, reading scores, and staff recommendation.

Note 2: If it is determined that a student is in need of a reading class based on reading scores and staff recommendation, it will be required to take the class.

READING II

Prerequisites: Teacher consent through placement test.

Credit: 1.0

Year Course

This class is a continuation of Reading I. The focus will still be on increasing decoding skills, reading fluency and accuracy. The lessons are more advanced. Novel reading and short stories will also be incorporated into the class.

Note 1: Students who score below a 500 Lexile score will be given a reading placement test for this class. Reading class placement will be based on the placement test, reading scores, and staff recommendation.

Note 2: If it is determined that a student is in need of a reading class based on reading scores and staff recommendation, it will be required to take the class.

COMMUNICATION AND EXPLORATION

Prerequisites: Determination of speech and language need per multi-disciplinary IEP team, speech-language case manager approval.

Credit: 0.25 per semester

Semester or Year Course

This class provides instruction to 11th graders in receptive, expressive, and social-pragmatic language skills. Curriculum addresses transition goals of the IEP, focusing on goal setting and exploration of post-secondary vocational and educational opportunities, as well as life and self-advocacy skills. First semester will address post-secondary options, and second semester will focus on integration of life skills and linguistic demands. A speech-language pathologist will address students' individual speech and language goals through the curriculum.

Note: Course meets 2 to 3 times per week.

COMMUNICATION PORTFOLIO

Prerequisites: Determination of speech and language need per multi-disciplinary IEP team, speech-language case manager approval.

Credit: 0.25 per semester

Semester or Year Course

This course is designed for 12th graders to demonstrate their use of language skills in preparation for transition to life after high school. The portfolio will showcase the students' professional writing, including, but not limited to, resumes, cover letters, personal statements, and artifacts. In addition, students will improve oral and written language skills. First semester will address writing in a variety of genres, with an emphasis on expository text, and second semester will be primarily devoted to creating and perfecting a professional portfolio. A speech-language pathologist will address students' individual speech and language goals through the curriculum.

Note: Course meets 2 to 3 times per week.

BASIC COMMUNICATION SKILLS

Prerequisites: Determination of speech and language need per multi-disciplinary IEP team, speech-language case manager approval.

Credit: 0.25 per semester

Semester or Year Course

This class is designed for students who need to improve their basic communication skills. Students will work on increasing adequate use of receptive and expressive language skills, including making speech clear and intelligible, expressing wants and needs, understanding and following directions, identifying the main ideas and key words, comprehending and using new vocabulary, and engaging in appropriate social rules, such as taking conversational turns, using good eye contact and body language. Designed for students in grades 9-12. Recommendation by Special Education case manager is mandatory.

Note: Course meets 2 to 3 times per week.

COMMUNITY HEALTH

Prerequisites: Case Manager / IEP team decision; prior permission from instructor is required before registering for this class.

Credit: 0.5

Semester Course

This class is an alternative to the regular education health course. The course is designed to help students become more aware of their own existing health concerns as well as future health concerns. Information and activities are presented which will help students to make informed and educated decisions about their own health and the health of others. Topics include mental health, stress and coping, the human body and health and disease, drugs and alcohol, personal safety, nutrition, current relevant societal concerns, human sexuality, and sexually transmitted diseases.

COMMUNITY WORK AND LIFE 1 & 2

Prerequisites: Case Manager/IEP team decision; prior permission from instructor is required before registering for this class.

Credit: 1.0

Year Course

This class emphasizes functional vocational skills and independence in the community. The course combines classroom instruction with community experiences. The class will receive instruction in using the Madison Metro Bus System, filling out job applications, creating a resume, successful interviewing skills and developing other work related skills. The student will also be required to complete a volunteer work experience during this class. The school will set up all work experiences.

COMMUNITY MATH

Prerequisites: Case Manager/IEP team decision; prior permission from instructor is required before registering for this class.

Credit: 1.0

Year Course

This class will emphasize functional math skills. The course combines classroom instruction with community experiences. The class will receive instruction in price comparison, buying, banking, taxes, budgeting, time management, and measurement. All instruction will be centered on the student's individual needs.

COMMUNITY SCIENCE

Prerequisites: Case Manager/IEP team decision; prior permission from instructor is required before registering for this class.

Credit: 1.0

Year Course

This class will emphasize functional science skills. Students will receive instruction in cooking, measurement, use of household cleaning chemicals, and personal health concerns.

COMMUNITY ENGLISH

Prerequisites: Case Manager/IEP team decision; prior permission from instructor is required before registering for this class.

Credit: 1.0

Year Course

The students enrolled in this course will learn and practice the basic skills of communication. The student will learn practical listening, speaking, reading and writing skills needed to be successful in the home, school and community settings.

NEW FOUNDATIONS

Prerequisites: Only special education students referred and placed by an IEP team are considered for New Foundations. This program is located within Middleton High School.

Credit: Dependent upon course enrollment

Year Course

This is a self-contained program for special education students. Academics are taught in the morning in blocks that may change each quarter. Afternoon classes may include Practical Transition, Fine Arts, Health and a resource period. Independent study may be available to students in the New Foundations program. Consistent attendance and effort by students are essential for success and progression in new Foundations.

RESOURCE

Prerequisite: Special Education Case Manager approval and based on IEP related services

Resource IC is a special education elective course that will provide direct instruction to students in the following areas: math, literacy, organization, developing social skills, and transition. Students who qualify may be assigned to two of these areas during the resource block. Credit will be granted quarterly, so a student who no longer needs additional support in a given area may be moved to another area or transitioned out at the end of a quarter or semester.

WORK EXPERIENCE

Prerequisites: Available to juniors and seniors or by case management approval.

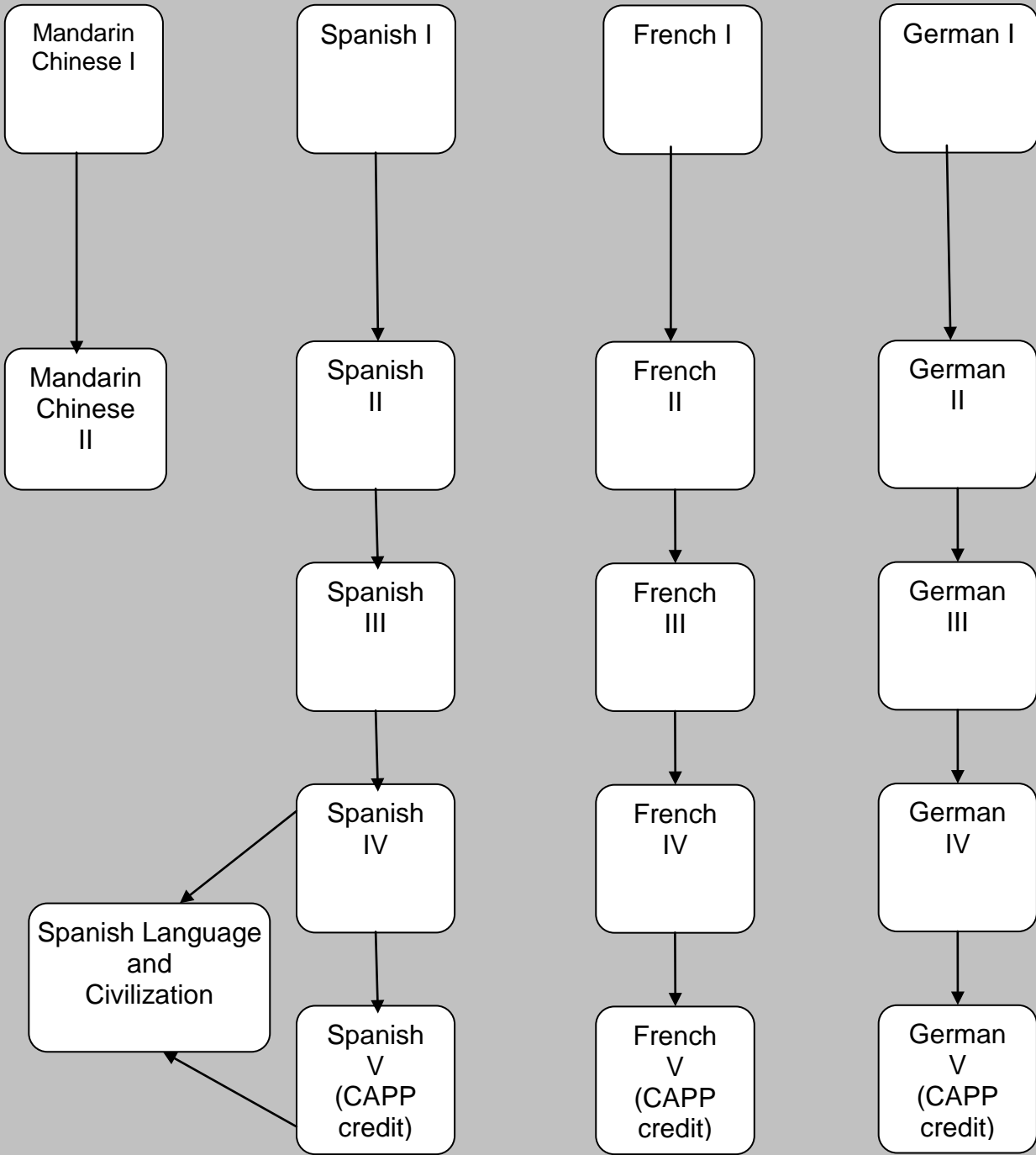
Grade 11, 12

Credit: 0.5

Semester or Year Course

Most students with IEPs who wish to gain internship or employment experience participate in regular education MHS work programs, including the co-op programs, and are supported by special education staff as identified in their IEPs. Students with significant disabilities and whose plans call for more individualized job training/coaching in order to meet post-high school goals receive support through a collaborative effort between our CD program staff and work experience staff.

WORLD LANGUAGES



WORLD LANGUAGES

World Language courses are open to all students who are interested in participating in the exciting new experience of communicating ideas through the language of another culture. Learning a world language well, however, requires time and effort. This means acquiring skills in listening, speaking, reading, and writing. Although a minimum of four years of one world language is encouraged, all levels are self-contained, and even the student who chooses just one year of world language study will gain new insights into the English language and culture through comparison and contrast with the culture of the world language. For those students who are college-bound, some University of Wisconsin campuses offer "retro credits," i.e. college credits for the world language the student learned in high school. A semester of college world language with a "satisfactory" grade (defined by each campus) can enable students to earn credits for the semester(s) they bypassed at the college level. For more specific information, students are advised to consult with their world language teacher and school counselor.

FRENCH I

Prerequisite: No previous French study, or recommendation of middle school instructor.

Credit: 1.0

Year Course

Workbook fee: \$34.00

French I is an introductory course with special emphasis on vocabulary acquisition and cultural comparisons. Students learn to converse in French about situations found at home, at school, at work, and during leisure time. Class activities teach both the language and the culture through oral and written exercises, dialogues, skits, films, and recordings. Use of audio and videos of native speakers will develop listening comprehension. This course is open to students interested in learning about France and other French-speaking countries, the people and their language. It is designed for students who have not previously studied French.

FRENCH II

Prerequisite: French I

Credit: 1.0

Year Course

Workbook fee: \$34.00

Any student satisfactorily completing French I and interested in learning more of the French language and culture is encouraged to take French II. The course continues to emphasize the basic skills of listening, speaking, reading, and writing, but involves more extensive readings and more self-expression through writing and conversation. A continued study of French grammar and vocabulary is accompanied by a variety of cultural topics such as French fashion, film, art, theatre and sports.

FRENCH III

Prerequisite: French II

Credit: 1.0

Year Course

Workbook fee: \$18.00

French III is designed for students who are seriously interested in developing their knowledge of French. The formal presentation of French grammar will be continued, and emphasis is placed on using both written and spoken French for more extended, freer communication and self expression. Listening skills are developed through class activities. Accuracy is stressed in both usage and pronunciation. Variety prevails as students continue to expand their previous study of francophone cultures and to appreciate the similarities and differences between those cultures and their own. Active oral participation is expected with the encouragement to use French at all times.

FRENCH IV

Prerequisite: French III

Credit: 1.0

Workbook fee: \$26.00

Year Course

French IV is a course for students who wish to become both literate and fluent in French and who desire to deepen their understanding of the cultures of the French-speaking countries of the world. In addition to reviewing and fine-tuning of vocabulary and structure of the French language, students are introduced to a variety of topics in contemporary French society. Authentic French literary works and French film are also studied. French for communication is emphasized as the students use the language more and more to express themselves and to create. Students are expected to use only French in class, and by the end of the level IV course should be able to converse comfortably.

FRENCH V (CAPP Credit)

Prerequisite: French IV

Credit: 1.0

Year Course

French V continues to develop reading, writing, listening comprehension and speaking skills through the discussion of contemporary issues throughout the French-speaking world. Class is, of course, conducted only in French, and students should leave the class prepared to use their language skills and knowledge in college, career and travel throughout their lifetime. Dual credit may be available through participation in the CAPP program (Cooperative Academic Partnership Program) through UW – Oshkosh. (See page 12 for [CAPP](#) description.)

Note: New students to the program are expected to purchase a workbook.

GERMAN I

Prerequisite: No previous German study, or recommendation of middle school instructor.

Credit: 1.0

Workbook fee: \$15.00

Year Course

From the very first day of class, the students communicate in German. Sounds, rhythms, and intonations, as well as vocabulary of German dialogue are studied. Students communicate in German on the topics of home, family, school, city, and work. Class activities include vocabulary and grammar exercises, dialogues, German music, internet activities, and exploration of German culture. Active participation in German is important. German I has something to interest everyone desiring to learn about the German language and culture. It is designed for students who have not previously studied German.

GERMAN II

Prerequisite: German I

Credit: 1.0

Year Course

After having completed German I successfully, students are encouraged to enroll in German II. Students will continue to speak German in the classroom and will add more vocabulary and grammatical structures to their knowledge. The class will perform dialogues and skits, read short stories, do cultural projects, and broaden their language skills. The geography and folklore of Germany are studied. Films, internet activities and the UW-Madison's German Day are part of the German II program.

GERMAN III

Prerequisite: German II

Credit: 1.0

Year Course

The emphasis in *German III* is on strengthening the background skills necessary for fluent speech and comprehension. The study of grammatical structure of the language is continued. German is spoken extensively in the classroom. Students learn by searching for content and vocabulary expansion as well as by memorization.

The text is used in combination with supplementary reading material. Students are encouraged to use context clues in finding meanings of words, which involves recognizing cognates and derivatives. During the second semester, students read a mystery novel/play and then present performances of some scenes.

GERMAN IV

Prerequisite: German III

Credit: 1.0

Year Course

Students will learn to use German in a manner that is applicable to practical experience. Students read not only for meaning, but for analysis. Activities include: study of German history, cultural studies, current events, travel discussions, letter writing, newspaper and magazine readings, and discussions conducted in the German language. German IV students are expected to speak German during class. By the end of the German IV course, students should be able to speak German comfortably and have a deeper understanding of the German language and people.

GERMAN V (CAPP Credit)

Prerequisite: German IV

Credit: 1.0

Year Course

German V is an advanced level class designed for students who wish to increase their skills in speaking, reading, and writing German. Emphasis is placed upon using spoken and written German to discuss current events, cultural material, history, and literature. By the fifth level, students will have covered most grammatical material; hence, a grammar review is incorporated into the class as it pertains to the context of the other material being studied. German V also provides students an opportunity to review and improve their skills so that they may more easily obtain university or college credit for work done in high school. Dual credit may be available through participation in the CAPP program (Cooperative Academic Partnership Program) through UW – Oshkosh.

(See page 12 for [CAPP](#) description.)

Note: Purchase of a German / English dictionary is recommended.

MANDARIN CHINESE I

Prerequisite: No previous Chinese study.

Credit: 1.0

Year Course

Mandarin I is an introductory language class. No previous Mandarin exposure is expected. Students will learn Chinese language for specific purposes in a variety of situations with ever-increasing linguistic and cultural accuracy. Students will begin learning both written and spoken aspects of the language. As written Chinese is very different from English, significant time will be spent learning the written language within the context of the spoken language. Students will begin to acquire cultural knowledge and culturally appropriate interaction skills essential for basic communication with native Chinese speakers and begin to develop real-life uses for Chinese. Students will develop insights into their own language and culture through linguistic as well as cultural comparisons with the Chinese language and culture. Students will become aware of the use of Chinese in their community and will access Chinese cultural learning material through technology.

MANDARIN CHINESE II

Prerequisites: Mandarin Chinese I or recommendation of instructor

Credit: 1.0

Year Course

Building on the skills from Mandarin Chinese I, students will learn Chinese language for specific purposes in a variety of situations with ever-increasing linguistic and cultural accuracy. In addition to increasing communication skills, students will build on cultural knowledge and culturally appropriate interaction skills essential for communicating in Chinese. Real-life situations are explored in greater detail. Students will become more capable of using their own language skills in new situations with increased complexity. Students will continue to focus on developing written and verbal skills through a variety of projects and skits.

SPANISH I

Prerequisite: No previous Spanish study, or recommendation of middle school instructor.

Credit: 1.0

Year Course

Workbook fee: \$12.00

Spanish I is an introductory language class. No previous Spanish experience is necessary. The course teaches reading, writing, speaking and listening with an academic focus to prepare students for further language study. Class work consists of listening, repeating, responding to visual aids, creating original dialogues, and short readings. The grammar and writing emphasis is on sentence structure moving into short paragraphs. Cultural materials on holidays and Spanish speaking countries are a part of the course. Active participation in Spanish is important.

SPANISH II

Prerequisite: Spanish I

Credit: 1.0

Year Course

In Spanish II, a student will continue to learn the basic language skills. The emphasis, however, becomes more evenly distributed among the four skills of listening, speaking, reading, and writing. There is a strong emphasis on grammar at this level, as students will need this background if they intend to continue in the intermediate and advanced levels of Spanish. Dialogues have more sophisticated ideas that students are encouraged to vary to meet their needs. Students will have more opportunities to create with the language. The study of the culture of Spanish speaking countries continues. Active participation in Spanish is essential.

Note: A workbook that accompanies the text needs to be purchased only by incoming 9th graders and students new to the district.

SPANISH III

Prerequisite: Spanish II

Credit: 1.0

Year Course

Workbook fee: \$19.00

Spanish III is a course designed for students who seriously want to communicate in the Spanish language beyond an elementary level. The course is conducted in Spanish and the students are expected to speak Spanish. Grammatical concepts not covered in the previous two levels will be studied. Students will do frequent journaling to foster creativity and expression in the world language. Students will build their vocabulary, reinforce grammatical concepts they have studied and improve reading comprehension. Students will have the opportunity to improve their conversational skills through class discussions and oral presentations.

SPANISH IV

Prerequisite: Spanish III

Credit: 1.0

Year Course

Workbook fee: \$21.00

Spanish IV is designed to meet the needs of students who seriously want to improve proficiency in all language skills -- reading, speaking, listening and writing. Spanish IV students will study advanced grammatical concepts and apply them for the purpose of communication. Students will do extensive reading to improve vocabulary and language proficiency. Short stories will also provide a basis for students to gain further insight and understanding of Spanish and Latin American cultures. Students will do frequent journaling to foster creativity and expression in the world language. Students will have the opportunity to improve their conversational skills through class discussions and oral presentations.

Note: A Spanish/English dictionary is highly recommended.

SPANISH V (CAPP Credit)

Prerequisite: Spanish IV

Credit: 1.0

Year Course

Course Fee: \$28.00

Spanish V puts to use the grammatical and cultural background the students have acquired by this point. The literature of Spain and Latin America as well as short authentic movie clips serve as vehicles for a more in-depth look at the Spanish-speaking world of the past and present. For those who plan to continue their study of Spanish in college, Spanish V also provides an exposure to some of the best known Spanish literary works. Class is conducted in Spanish and students are required to speak Spanish in class. Review of grammar is interspersed with the readings and activities. Each student is encouraged to improve his/her own individual conversational skills through extensive class discussion and oral presentations. Dual credit may be available through participation in the CAPP program (Cooperative Academic Partnership Program) through UW – Oshkosh.

(See page 12 for [CAPP](#) description.)

Note: An English/Spanish dictionary is required for writing compositions.

SPANISH LANGUAGE & CIVILIZATION

Prerequisite: Spanish IV

Credit: 1.0

Year Course

Course Fee: \$12.00

This class will use various media (news, articles, films, literature, etc...) to facilitate discussion about and investigate culturally relevant topics, present and past, in Hispanic cultures. Grammatical constructions and vocabulary will be incorporated and used to support class discussions and investigations. Emphasis will be placed on oral communication and written presentation of information gleaned from outside reading and research in both formal and informal formats.

Note: Access to an English/Spanish dictionary is required.

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