NOTE: The course booklet is an informational document that addresses a particular topic of interest to parents/guardians and students. Subsequent changes in the law or regulations, school board policy, or changes in the Department of Public Instruction policies could affect the validity of the information contained in the course booklet. Course booklet publications are updated regularly and are accurate on the date issued. The information provided in this document may not be all-encompassing and it is not intended to replace the law, school board policies or change its meaning. The course guide is subject to change without notice.
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## ACADEMIC & CAREER PLAN INFORMATION

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Dear Students and Parents/Guardians:

This booklet is for your use in planning next year's course work. It is designed to give an overview of courses offered at Ripon High School and Lumen Charter High. Students and their parents/guardians can use this information to plan a course of study that will allow the best possible preparation for life, post high school education, and career pursuits. Consideration needs to be given to individual abilities, extracurricular involvement, and personal goals and objectives when developing a plan for success. School counselors, faculty and administration will provide additional help in the process.

Please be certain that you make your choices carefully. There are wonderful opportunities offered at Ripon High School and Lumen Charter High. We ask that you make sure that your course selections align with your career plan. If you have questions, please make an appointment with your School Counselor. Also remember that once your classes have been chosen and registered for next year, there will be no changes made unless a credit deficiency exists. This ensures proper maintenance of staff/student ratio as predicted by registration and models an equitable process for our students.

At RHS/Lumen, it is our hope that academic and career planning will be made jointly by parents/guardians and students in consultation with a school counselor. Please remember that classroom teachers, the career specialist and administrators can also be valuable resources in the course selection process.

Sincerely,

Randy Hatlen
Ripon High School and Lumen Charter High School Principal
THE SCHEDULING PROCESS

INTRODUCTION
The scheduling process is the shared responsibility of students, parents, teachers, and counselors. A collaborative effort is crucial to ensure personalized educational programming for all students and their future college and career plans.

Parents assist their children in the request process by discussing options with them and helping them analyze their individual interests, needs, and goals. Parental involvement provides students with the support, encouragement, and knowledge needed for this important step in their educational and career planning.

Teachers are available to discuss the curriculum with students in an effort to provide an understanding of the many course options available. In order to be appropriately placed and meet the necessary requirements, students are encouraged to seek their teachers’ recommendations.

Counselors are available to assist students, parents, and teachers in developing a comprehensive educational plan. The counselors have the skills, experience, and accessibility to record necessary to help students with the course request process. Counselors can also help students and their families align the student’s career plan with their educational plan to ensure college and career readiness.

Students are provided information about all courses available to them through the Academic and Career Planning Guide. Students should collaborate with their parents, counselor, and teachers as they request courses that both challenge and prepare them for life after High School.

STUDENT SCHEDULE
All students at the High School are required to have a full class schedule consisting of seven (7) class periods. One class period may be used as a study hall. In rare occasions there may be extenuating circumstances where the Principal grants a second study period. Exceptions to the above include:

- A modified schedule approved by the Board of Education.
- Students taking classes through approved state programs where scheduled class times conflict with high school scheduled classes.

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<td><strong>Total of 24 Credits Needed to Graduate</strong></td>
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SCHEDULE CHANGE/MODIFICATION
Students should carefully consider their choices when the next year’s scheduling is done in order to avoid the need for schedule changes. However, it is understood that in some cases it is necessary to change a schedule once it has been finalized. In order to change a finalized schedule, one of the following conditions must exist:

- The student needs to reschedule a required class in which a semester grade of “F” was received.
- The student provides a valid reason to make a schedule change, and it is approved by school counselors or administration.
- A teacher requests a schedule change and provides a valid reason to make a schedule change, and it is approved by school counselors or administration.

It is preferable that schedule changes be made before the scheduled semester begins. During the first five (5) school days of the semester, students may be allowed to drop and/or add a class. Following this, students will have five (5) additional school days in which they may drop and/or add a class only with the permission of all teachers and a parent. An Add/Drop Form must be completed and signed by the involved parties. After the first ten (10) school days of a semester, students will not be allowed to add a class, and dropping a class will normally result in the student receiving an “F” on their permanent record for that class.

If a student or parent feels that there are extraordinary circumstances that would justify a schedule modification after the first ten (10) school days of a semester, that individual should contact guidance or administration, such requests are decided on a case by case basis.
ADDITIONAL ACADEMIC OPPORTUNITIES FOR ALL STUDENTS

AP COURSES
Students may earn Advanced Placement (AP) for college in the following courses:
- AP World History
- AP Psychology
- AP Chemistry
- AP Music Theory
- AP Spanish
- AP/CAPP Physics 107
- AP US History
- AP Calculus
- AP Statistics
- AP Economics

These weighted courses are taught at RHS. In May, the student has the option to take the Advanced Placement test in that subject area. The cost of the test varies according to the College Board. If the student does well on the exam, he/she may earn college credit. The criteria for college admission varies and is the responsibility of the student to make sure the college that he/she plans to attend accepts the AP test scores. Note: Students may also take the AP exam without taking the related RHS AP course.

For more information on AP Courses visit: https://apstudent.collegeboard.org/home.

TRANSCRIPTED CREDIT TECHNICAL COLLEGE COURSES
Students may take the following courses for Technical College credit:
- Accounting I
- Accounting II
- Foundations of Early Childhood
- Intro to Business
- Manufacturing Processes
- Medical Explorers
- Microsoft Word/Excel
- Microsoft PowerPoint/Access
- Microsoft PowerPoint/Access
- Natural Resource Mgmt ES
- Photoshop
- Veterinary Science ES

These courses are taught at RHS and students may earn dual credit at Moraine Park Technical College or Lakeshore Technical College. There is no cost as determined by the University or Technical College.

For more information on Articulated Technical College Courses at Moraine Park Technical College visit: http://www.morainepark.edu/programs-and-courses/high-school-opportunities/career-prep/students-and-parents/.

CAPP (COOPERATIVE ACADEMIC PARTNERSHIP PROGRAM) COURSES
Students may take the following for CAPP credit:
- Biology 105 4 College Credits
- College Writing 3 College Credits
- Astronomy 104- Stars & Galaxies 4 College Credits
- BIO 104 Ecosystem in Crisis 4 College Credits
- AP Physics 107 5 College Credits
- Outdoor Adventures (Archery Unit) 1 College Credit

These are weighted courses (with the exception of Outdoor Adventures) and are taught at RHS. Students may earn dual credit at UW Oshkosh, providing they meet one of the following requirements:

- Be in upper 25% of their class
- Have a cumulative GPA of at least 3.25
- Have an ACT score of at least 24 AND in the upper 50% of their class

If students decide they would like to enroll for dual credit, they must obtain an enrollment form from the CAPP teacher and pay approximately 50% of the per credit cost established by UW Oshkosh. Students will also be required to complete an online application for UW Oshkosh the summer before the class begins.

For more information on CAPP Courses visit: https://www.uwosh.edu/capp/.

EARLY COLLEGE CREDIT PROGRAM (ECCP) AND START COLLEGE NOW (SCN)
Students are eligible to take one or more courses at a UW or private college/university for high school and/or college credit through the ECCP. Students are also eligible to take courses for high school and/or college credit through a technical college through the SCN Program. Requests are due in the Student Services office by October 1st for the spring semester classes and March 1st for the fall semester classes. Requests must identify the courses to be taken and have the student(s) and parents’ signatures. Legislature does change from time to time. Please contact the student services office for current district practices.

For more information on ECCP visit: https://dpi.wi.gov/dual-enrollment/eccp.
For more information on SCN visit: http://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-(formerly-youth-options).

COLLEGE CLASSES TAKEN OUTSIDE OF ECCP/SCN
Students who elect to take college classes that they pay for, provided they are an accredited school, will earn high school credit using the same formula as ECCP/SCN.

GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE (GEAC)
The Wisconsin Global Education Achievement Certificate (GEAC) supports education for global competence with a designation of Wisconsin Global Scholar. Global Scholars are students who have successfully completed the requirements in this Program. See the course book insert and your school counselors for more program and enrollment information.

INDEPENDENT STUDY
Juniors and seniors can do an Independent Study with a teacher of choice. They can earn 0.5 credit per course and there is a maximum of two Independent Study courses over two years. Students must submit an application.

YOUTH APPRENTICESHIP (YA)
Youth Apprenticeship offers a course of study for juniors and seniors that combine learning in school with learning on the job. This is a paid experience and grade will be assigned based on performance. Students learn employability skills and technical tasks within a specific career path developed by business and industry representatives in cooperation with high school teachers in the CTE area. The student’s job is matched with the career interest in one of the areas. Students need to make initial contact with a placement site within their career pathway. Paperwork must be filled out and approved prior to the start of the enrolled semester/year.

For more information on Youth Apprenticeship visit: https://dwd.wisconsin.gov/youthapprenticeship/.

INTERNSHIPS
Juniors and seniors can earn up to one credit per semester. They earn 0.5 credits for every 75 hours of work. Students must submit an application.

ONLINE COURSES
Online courses through Wisconsin Virtual System provide an opportunity for students to expand the course choices they have available to them, and taking an online course is a positive experience for a majority of students who choose to do so.

In special situations, the principal may approve an online course that is comparable to a district-offered course only when a scheduling conflict prohibits the student from accessing the district-offered course. The principal may approve an online course that is not comparable to any district-offered course in accordance with the superintendent endorsement requirements.
PROJECT LEAD THE WAY (PLTW)
Project Lead the Way is a national curriculum that engages in thought-provoking project-based learning that requires critical thinking skills in engineering and/or computer sciences. PLTW may allow students to earn college credit through Milwaukee School of Engineering (MSOE) depending on grade and the end of the course assessment. For college credit granting requirements visit: http://pltwwi.org/262/higher-education-college-offerings-for-midwestern-states. For additional information on Project Lead the Way visit: http://www.pltwwi.org/.

All sophomore students will be enrolled in PLTW Principles of Engineering (POE) to meet their physical science requirement.

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<tr>
<th>SUGGESTED SEQUENCE</th>
<th>RHS COURSE</th>
<th>START YEAR</th>
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<tr>
<td>1</td>
<td>PLTW Intro to Engineering (IED)</td>
<td>2016-2017</td>
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<td>2</td>
<td>PLTW Computer Integrated Manufacturing (CIM)</td>
<td>2019-2020</td>
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<td>3</td>
<td>PLTW Cybersecurity</td>
<td>2020-2021</td>
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<tr>
<th>SUGGESTED SEQUENCE</th>
<th>RHS COURSE</th>
<th>START YEAR</th>
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<tr>
<td>1</td>
<td>PLTW Computer Science Essentials (CSE)</td>
<td>2018-2019</td>
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<td></td>
<td>(replaces Intro to Computer Science ICS)</td>
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</tr>
<tr>
<td>2</td>
<td>PLTW AP Computer Science Principles (CSP)</td>
<td>2019-2020</td>
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<tr>
<td>3</td>
<td>PLTW Engineering Design and Development (EDD)</td>
<td>2020-2021</td>
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NCAA POTENTIAL COLLEGIATE STUDENT-ATHLETES
Student-athletes wishing to compete in athletics at division 1 or 2 institutions, (athletic scholarship schools,) need to register with the National Collegiate Athletic Association Clearinghouse. Registration forms and information describing regulations and eligibility can be obtained by visiting the Clearinghouse website (www.ncaaclearinghouse.net). Eligible students must check to see whether the high school courses that are being requested are NCAA approved courses. See your coach or school counselor for additional information.

All students wishing to be a student-athlete in college should also be familiar with this website: http://www.ncaa.org/student-athletes/future.
GLOBAL EDUCATION ACHIEVEMENT CERTIFICATION

The Global Achievement Certification Program to global scholars is offered to Ripon High School and Lumen students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies. This program focuses and validates the global partnerships that we have established with our sister schools in China. It encourages students to enroll in classes with global content in the arts, sciences, and humanities, and prepares globally competent students who are career ready.

Program Criteria:
The Global Education Achievement Certificate and transcript endorsements shall be awarded to students who have demonstrated a dedication to global education by successfully fulfilling the recommended criteria in the following four (4) areas:

Component 1: Coursework
- Four (4) credits in one world language.
- Four (4) credits in courses with global content. One of those credits may be one year of a second world language. Please see your guidance counselor for a complete list of courses that can be taken to qualify for GEAC.

Component 2: Cultural Literacy
- Reflections on eight books (fiction or nonfiction) with global content. Alternately, up to four reflections may be on art, music, or film.

Component 3: Co-Curricular and School-Sponsored Activities
- Participation in school wide global activities. Please see your guidance counselor for a list of globally focused extracurricular activities currently offered at RHS and Lumen.
- Additional activities may include:
  - International exchange program as exchange student and/or host
  - Travel abroad program/educational tour
  - Regular, direct engagement with individuals from other countries/cultures (e.g., pen pals, skype)
  - Language and other internationally focused clubs, honor societies
  - Internationally themed programs/competitions for high school students
  - Internationally focused programs offered by colleges/universities
  - Organizing and running internationally themed events (e.g., international fairs, language days)
  - Lectures on international topics and/or speakers in the community or at a college/university

Component 4: Community Service
- A minimum of twenty (20) hours of global service learning to include a global/cross-cultural public service project.

To learn more about the Global Education Achievement Certificate, contact your school counselors or visit the district website.

Courses at RHS/L students can take for the Global Education Achievement Certificate

| World Language | Spanish (levels 1-5)  
| German (levels 1-5) |
| English | World Lit Honors  
| British Lit Honors  
| Mythology |
| Social Studies | Global Studies  
| World History  
| AP Economics  
| AP World History |
| Business | International Business |
| Art | AP Art History |
| Music | AP Music Theory  
| Band  
| Choir |

Globally focused extracurricular activities currently offered at RHS/L

| Spanish Club  
| German Club  
| Future Business Leaders of America (FBLA)  
| UW-Madison German Day competition  
| International Engineering and Leadership Summer Camp Participant  
| American Association of German Teachers (AATG)  
| National German Exam for German 1 - 5 students  
| Hosting International Students  
| German Language and School Society (DSSV) annual essay contest for German 3-5 students  
| Music Department Travels Abroad  
| World Language Travels Abroad plus hosting opportunities for Ripon families  
| Regional and State of Wisconsin German Pronunciation and Speaking Contest  
| International Engineering and Leadership Summer Camp Host/Peer Mentor |
The Wisconsin Virtual School courses are designed to be completed within a RHS semester for 0.5 credits per course. Application/Contract Forms are filled out by the student and parent and delivered to student services. When there is a question on course suitability, the principal is contacted before the online course is scheduled. See the WVS website for syllabi and material requirements: [www.Wisconsinvirtualschool.org](http://www.Wisconsinvirtualschool.org).

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<td>English I S1 &amp; S2</td>
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<tr>
<td>Chemistry S1 &amp; S2</td>
<td>English II S1 &amp; S2</td>
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<td>English III S1 &amp; S2</td>
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<td>Spanish II Competency</td>
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<td>Calculus A &amp; B</td>
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<td>Consumer Math A &amp; B</td>
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<td>CR American History A &amp; B</td>
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<td>AP Microeconomics*</td>
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<td>CR English 1-4 A &amp; B</td>
<td>AP Physics I S1 &amp; S2</td>
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<tr>
<td>CR Geography A &amp; B</td>
<td>AP Physics II S1 &amp; S2</td>
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<tr>
<td>CR Geometry A &amp; B</td>
<td>AP Psychology S1 &amp; S2</td>
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<tr>
<td>CR Physical Education*</td>
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<td>CR Physical Science A &amp; B</td>
<td>AP Statistics S1 &amp; S2</td>
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<td>CR World History A &amp; B</td>
<td>AP US Government &amp; Politics*</td>
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<td>AP World History A &amp; B</td>
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<td>Advanced Web Design S1 &amp; S2</td>
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<td>Health Science I: The Whole Individual*</td>
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<td>Introduction to Agriscience*</td>
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<td>Digital Photography I: Creating Images with Impact*</td>
<td>Introduction To Culinary Arts*</td>
<td></td>
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<tr>
<td>Digital Photography II: Discovering Creative Potential*</td>
<td>Introduction To Forestry &amp; Natural Resources*</td>
<td></td>
</tr>
<tr>
<td>Digital Citizenship*</td>
<td>Introduction To Social Media*</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education*</td>
<td>International Business*</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship: Starting Your Own Business</td>
<td>Life Skills*</td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Science*</td>
<td>Media &amp; Communications*</td>
<td></td>
</tr>
<tr>
<td>Fashion &amp; Interior Design*</td>
<td>Medical Terminology*</td>
<td></td>
</tr>
<tr>
<td>Fine Arts A &amp; B</td>
<td>Music Appreciation: The Enjoyment Of Listening*</td>
<td></td>
</tr>
<tr>
<td>Fitness Fundamentals S1 &amp; S2</td>
<td>Mythology &amp; Folklore: Legendary Tales*</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Nutrition Through The Lifespan S1 &amp; S2</td>
<td>National Security*</td>
<td></td>
</tr>
<tr>
<td>Forensic Science S1 &amp; S2</td>
<td>Personal Finance*</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Web Design*</td>
<td>Real-World Parenting*</td>
<td></td>
</tr>
<tr>
<td>Game Design I*</td>
<td>Social Problems I and II</td>
<td></td>
</tr>
<tr>
<td>Gothic Literature*</td>
<td>Sports And Entertainment Marketing*</td>
<td></td>
</tr>
<tr>
<td>Health I: Life Management Skills*</td>
<td>The Lord of the Rings*</td>
<td></td>
</tr>
<tr>
<td>Health Careers I*</td>
<td>Veterinary Science*</td>
<td></td>
</tr>
</tbody>
</table>
EXTRACURRICULAR ACTIVITIES

The High School Athletic Program offers the opportunity for students to participate at an interscholastic level. An athlete may participate in one sport per season. Please contact the coach(es) for more information.

<table>
<thead>
<tr>
<th>ATHLETIC PROGRAM</th>
<th>COACH(ES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Mr. Jonas, Mr. Cardinal</td>
</tr>
<tr>
<td>Basketball</td>
<td>Mr. Nodolf (Girls), Mr. Brooks (Boys)</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Mr. Gatzke</td>
</tr>
<tr>
<td>Football</td>
<td>Mr. Hubanks</td>
</tr>
<tr>
<td>Golf</td>
<td>Mr. Kelm</td>
</tr>
<tr>
<td>Soccer</td>
<td>Mr. Nankervis (Girls), Mr. Sackett (Boys)</td>
</tr>
<tr>
<td>Softball</td>
<td>Mrs. Minch</td>
</tr>
<tr>
<td>Tennis</td>
<td>Mr. Sanderfoot</td>
</tr>
<tr>
<td>Track</td>
<td>Mr. Gatzke, Mr. Bogdanske, Mrs. Landerman</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Mrs. Landerman</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Mr. Cotton</td>
</tr>
</tbody>
</table>

The Extracurricular Program offers the opportunity to participate in the following activities. Please contact the advisor(s) to learn more about or to join the activity.

<table>
<thead>
<tr>
<th>EXTRACURRICULAR ACTIVITIES</th>
<th>ADVISOR(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Bowl</td>
<td>Mrs. Brumley</td>
</tr>
<tr>
<td>ACTIVO</td>
<td>Mrs. Landerman</td>
</tr>
<tr>
<td>Bowling Club</td>
<td>Mr. Kelm</td>
</tr>
<tr>
<td>Cheerleading and/or Cheer/Stunt</td>
<td>Mrs. Conlon</td>
</tr>
<tr>
<td>Chess Club</td>
<td></td>
</tr>
<tr>
<td>Craft Club</td>
<td>Mrs. Baird</td>
</tr>
<tr>
<td>El Sueno</td>
<td>Mrs. Griffith</td>
</tr>
<tr>
<td>Equestrian Club</td>
<td>Mrs. Paris</td>
</tr>
<tr>
<td>Forensics</td>
<td>Mr. Wiegel</td>
</tr>
<tr>
<td>Future Business Leaders Of America</td>
<td>Mrs. Schmidt</td>
</tr>
<tr>
<td>FFA</td>
<td>Mrs. Paris</td>
</tr>
<tr>
<td>German Club</td>
<td>Ms. Seidler</td>
</tr>
<tr>
<td>Homecoming Court</td>
<td>Student Council</td>
</tr>
<tr>
<td>Ignition Mentors</td>
<td>Mr. Hatlen</td>
</tr>
<tr>
<td>Junior Prom Court</td>
<td>Junior Class</td>
</tr>
<tr>
<td>Key Club</td>
<td>Mrs. Esala</td>
</tr>
<tr>
<td>League Of Legends</td>
<td>Mr. Schwingle</td>
</tr>
<tr>
<td>LIFE Bible Study</td>
<td></td>
</tr>
<tr>
<td>Math Team</td>
<td>Mrs. Truesdale</td>
</tr>
<tr>
<td>Musical</td>
<td>Mr. Minten</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>Ms. Thorson</td>
</tr>
<tr>
<td>One Or Three Act Play(S)</td>
<td>Mrs. Paulsen</td>
</tr>
<tr>
<td>Outdoors Club</td>
<td>Mr. Butters</td>
</tr>
<tr>
<td>Pit Band</td>
<td>Mrs. Polcyn</td>
</tr>
<tr>
<td>Science Club</td>
<td>Mr. Goeldi</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>Mrs. Shohoney</td>
</tr>
<tr>
<td>STAAND</td>
<td>Ms. Maas</td>
</tr>
<tr>
<td>String Ensemble</td>
<td>Mrs. Polcyn</td>
</tr>
<tr>
<td>Student Council</td>
<td>Mrs. Baird</td>
</tr>
<tr>
<td>Swim Club</td>
<td></td>
</tr>
<tr>
<td>Winterfest/Spring Fling Court</td>
<td>Student Council</td>
</tr>
<tr>
<td>Youth Trap Shooting</td>
<td></td>
</tr>
</tbody>
</table>
# Graduation Planning

We recommend that you contact your post-secondary school(s) of choice directly to ensure you have met the academic requirements for admission and scholarship consideration.

## Ripon Area School District Requirements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English</td>
<td>English 9 or English 9 Honors</td>
</tr>
<tr>
<td>10th</td>
<td>English</td>
<td>World Lit or World Lit Honors</td>
</tr>
<tr>
<td>11th</td>
<td>English</td>
<td>Am Lit or Am Lit Honors</td>
</tr>
<tr>
<td>12th</td>
<td>English</td>
<td>English course of your choice</td>
</tr>
<tr>
<td>9th</td>
<td>Social Studies</td>
<td>Global Studies</td>
</tr>
<tr>
<td>10th</td>
<td>Social Studies</td>
<td>World History or AP World History</td>
</tr>
<tr>
<td>11th</td>
<td>Social Studies</td>
<td>US History or AP US History</td>
</tr>
<tr>
<td>12th</td>
<td>Social Studies</td>
<td>American Politics &amp; Policies</td>
</tr>
<tr>
<td>9th</td>
<td>Science</td>
<td>Biology</td>
</tr>
<tr>
<td>10th</td>
<td>Science</td>
<td>PLTW Principles of Engineering (POE)</td>
</tr>
<tr>
<td>11th</td>
<td>Science</td>
<td>Science course of your choice</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Complete 3 Credits</td>
</tr>
<tr>
<td>9th</td>
<td>Physical Education</td>
<td>PE 9 Personal Fitness/Healthy Lifestyle</td>
</tr>
<tr>
<td>10th</td>
<td>Physical Education</td>
<td>PE 10 Individual Activities or PE 10 Team Activities</td>
</tr>
<tr>
<td>11th</td>
<td>Physical Education</td>
<td>P.E. course of your choice</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>Health is a required .5 credit for graduation.</td>
</tr>
<tr>
<td></td>
<td>Financial Literacy</td>
<td>Personal Finance or Economics or AP Economics</td>
</tr>
<tr>
<td></td>
<td>Vocational Arts</td>
<td>Course that has a “V” as the third letter in the course number</td>
</tr>
<tr>
<td></td>
<td>Additional Credits</td>
<td>Need an additional 8.5 credits to reach the minimum 24 credits needed to graduate.</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>24 Credits</td>
</tr>
</tbody>
</table>

## University of Wisconsin System

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>4 Credits</td>
</tr>
</tbody>
</table>

Two years of a single foreign language are required for admission at UW-Madison and recommended at other UW system campuses.

## Wisconsin’s Technical Colleges

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Technical Courses</td>
<td>3-4 Credits</td>
</tr>
</tbody>
</table>

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

## Wisconsin’s Private Universities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

Considerations for admission typically include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

## Nation’s Top Universities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>3-4 Credits</td>
</tr>
<tr>
<td>Social Studies***</td>
<td>3 Credits</td>
</tr>
<tr>
<td>World Language**</td>
<td>3-4 Credits</td>
</tr>
</tbody>
</table>

* Intensive Work in Writing
** At Least One World Language
*** Includes American & European History

Rigorous courses should be taken, including AP level when possible.
## SAMPLE FOUR YEAR PLANNING GUIDE

### 9TH GRADE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Choice: English 9 or English 9 Honors</td>
<td>0.5</td>
<td>English Choice: English 9 or English 9 Honors</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Studies Course: Global Studies</td>
<td>0.5</td>
<td>P.E. Course: PE 9</td>
<td>0.5</td>
</tr>
<tr>
<td>Science Course: Biology 1</td>
<td>0.5</td>
<td>Science Course: Biology 2</td>
<td>0.5</td>
</tr>
<tr>
<td>Math Choice:</td>
<td>0.5</td>
<td>Math Choice:</td>
<td>0.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credits for the year: 12

### 10TH GRADE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Choice: World Lit or World Lit Honors</td>
<td>0.5</td>
<td>English Choice: World Lit or World Lit Honors</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Studies Choice: World History or AP World History</td>
<td>0.5</td>
<td>Social Studies Choice: World History or AP World History</td>
<td>0.5</td>
</tr>
<tr>
<td>Science Course: PLTW Principles of Engineering (POE)</td>
<td>0.5</td>
<td>Science Course: PLTW Principles of Engineering (POE)</td>
<td>0.5</td>
</tr>
<tr>
<td>Math Choice:</td>
<td>0.5</td>
<td>Math Choice:</td>
<td>0.5</td>
</tr>
<tr>
<td>PE Choice: PE 10 Individual or PE 10 Team</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credits for the year: 12

### 11TH GRADE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Choice: Am Lit or Am Lit Honors</td>
<td>0.5</td>
<td>English Choice: Am Lit or Am Lit Honors</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Studies Choice: US History or AP US History</td>
<td>0.5</td>
<td>Social Studies Choice: US History or AP US History</td>
<td>0.5</td>
</tr>
<tr>
<td>Science Choice:</td>
<td>0.5</td>
<td>Science Choice:</td>
<td>0.5</td>
</tr>
<tr>
<td>Math Choice:</td>
<td>0.5</td>
<td>Math Choice:</td>
<td>0.5</td>
</tr>
<tr>
<td>PE Choice:</td>
<td>0.5</td>
<td>Financial Literacy Choice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Finance or Econ or AP Econ</td>
<td></td>
</tr>
</tbody>
</table>

Total credits for the year: 12

### 12TH GRADE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Choice:</td>
<td>0.5</td>
<td>English Choice:</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Studies Course: American Politics &amp; Policies</td>
<td>0.5</td>
<td>Social Studies Course: American Politics &amp; Policies</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Total credits for the year: 12

### CLUBS:

### SPORTS:

### COMMUNITY ACTIVITIES:
SCHEDULING GUIDELINES FOR UPCOMING FRESHMEN

Current eighth grade students will meet with counselors from the high school when the scheduling process begins. The following are some guidelines to help parents assist students during the scheduling process.

**STEP 1: REVIEW THE PROGRAM PLANNING GUIDE**
- Review graduation requirements, plans of study and course descriptions thoroughly. Complete the 4-year plan to help guide which courses to take each year.

**STEP 2: ATTEND INCOMING 9TH GRADE ORIENTATION**
- In spring, staff members will hold an incoming 9th grade orientation to introduce parents and students to the opportunities available as well as to help guide students and parents through the scheduling process. Students and parents/guardians are strongly encouraged to attend.

**STEP 3: COMPLETE THE COURSE REQUEST PROCESS**
- Fill out the course request form. Must be returned with PARENT SIGNATURE to designated school location.
- Please be sure to write the whole title of the course and the course number on the request form.
- Consult with current teachers for advice on classes.
- A minimum of six credits are required for incoming freshmen. Seven credits is the maximum. Students who sign up for only six credits will automatically be assigned a Study Hall.
- Students must select at least four alternate choices (and maximum of seven courses) to provide options in the case of a conflict during the schedule building. Enter your top preference of courses as course requests and your back up courses as alternates.

**STEP 4: COMPUTER GENERATED SCHEDULING OCCURS**
- Infinite Campus will utilize student’s course requests and alternates to create a schedule. The number of sections of each class and when they are offered factor in to where classes fit. At times a conflict occurs, where two courses only fit in the identical space. In this situation the computer selects the class based on the ranking the student provides. The computer will then move to the alternate list and fill the gap that was created.
- Completed schedules will be available in late spring via Infinite Campus.

**STEP 5: CONFLICT RESOLUTION SESSIONS**
- School counselors will meet with all students to resolve any “gaps” (open spots in a student’s schedule) that were not able to be resolved by the computer system.

Schedule Changes: once a student completes the scheduling process, their schedule becomes “final” for the following year. Changes to this schedule will only be allowed for the following reasons: 1) the student has a medical condition that requires a course modification. Documentation from a physician is required. 2) the student has failed a prerequisite to one of their scheduled classes. 3) the student is academically misplaced in the selected course. This is usually a result of the teacher advising the student and counselor of a needed change.

<table>
<thead>
<tr>
<th>RASD GRADUATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Financial Literacy</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Vocational Arts</td>
</tr>
<tr>
<td>Additional Credits</td>
</tr>
</tbody>
</table>

**Total of 24 credits needed to graduate**

Students who drop a class 10 school days after the starting date may receive a failing grade (F) for the course.
RIPON HIGH SCHOOL COURSE SELECTION SHEET – GRADE 9

Last Name: ____________________________ First Name: ____________________________

REQUIRED COURSES: Circle a math and an English course based on your eighth grade teacher’s recommendation.

ENGLISH:
- EN110-111 English 9* OR
- EN120-121 English 9 Honors*

MATH:
- MT110-111 Algebra Concepts*
- MT120-121 Algebra 1*
- MT220-221 Geometry*
- MT320-321 Algebra 2*

SCIENCE:
- SC308 Biology 1* (sem 1)
- SC309 Biology 2* (sem 2)

PHY ED:
- PE110 PE 9 Personal Fitness/Healthy Lifestyle AND
- PE120 Health

SOCIAL STUDIES:
- SS110 Global Studies *

RECOMMENDED:
- 100 Study Hall
- 104 Study Hall

ALL COURSE DESCRIPTIONS CAN BE FOUND IN THE ACADEMIC AND CAREER PLANNING (ACP) GUIDE, WHICH CAN BE ACCESSED USING THIS LINK: http://www.ripon.k12.wi.us/schools/high/ACPGuide.pdf

ELECTIVE COURSE OPTIONS: (Elective courses can be from any department, including core academic areas.)

AGRICIENCE
- AGV108 Intro to Agriculture
- AGV109 Exploring Food Science
- AGV110 Intro to Animal Science

ART
- AR110 Foundations of 2-Dimensional Design
- AR111 Foundations of 3-Dimensional Design
- AR112 Painting and Drawing (must also request AR110 or AR111)
- AR113 Applied Design (must also request AR110 or AR111)
- AR114 Ceramics and Sculpture (must also request AR110 or AR111)

BUSINESS EDUCATION
- BUV110 Intro to Business (TC)
- BUV120 Employability Skills
- BUV111 Microsoft Word/Excel (TC)
- BUV211 Microsoft PowerPoint/Access (TC)

FAMILY & CONSUMER SERVICES
- FCV110 Foods 1
- FCV111 Foods 2 (must also request FCV110)
- FCV309 Strengthening Marriage & Family

MUSIC
- MSF118-119 Zero Hr. Concert Band
- MSF120-121 Concert Band
- MSF122-123 Jazz Ensemble (must also request MSF120-121)
- MSF124-125 Jazz Ensemble AO (must also request MSF120-121)
- MSF206-207 Prima Voce
- MSF208-209 Bella Voce

TECHNOLOGY EDUCATION
- TEV110 Graphic Arts 1
- TEV120 Intro to Mfg/Construction
- TEV125-126 PLTW Comp-tr Science Essnts
- TEV130-131 PLTW Intro/Engineering Dsgn
- TEV220 Woodworking 1

WORLD LANGUAGE
- WL101-102 Spanish Litrcy for Heritage Stdnts
- WL110-111 Spanish 1*
- WL210-211 Spanish 2*
- WL120-121 German 1*
- WL220-221 German 2*

KEY:
* = NCAA Approved Course
(TC) = Transcripted Credit with Technical College
AO = Audition Only

Courses with a “V” may be applied toward the vocational arts graduation requirement.
NOTE: A minimum of 24 credits are required for graduation.
# Ripon High School Course Selection Sheet – Grade 9

Last Name:  
First Name:  

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 If you are planning on taking zero-hour (7:00-7:50am) Concert Band, please check here: ________</td>
<td></td>
</tr>
<tr>
<td>1 Please circle one English option: EN110 English 9 OR EN120 English 9 Honors</td>
<td>Please circle one English option: EN111 English 9 OR EN121 English 9 Honors</td>
</tr>
</tbody>
</table>
| 2 SS110 Global Studies  
(or alternate course if plan on taking during the summer) | PE110 PE 9 Personal Fitness/Healthy Lifestyle |
| 3 SC308 Biology 1 | SC309 Biology 2 |
| 4 Math Choice: | Math Choice: |
| 5 Study Hall OR Optional Course: | Study Hall OR Optional Course: |
| 6 Health |  |
| 7 |  |

Alternate Course (1st choice) ____________________________________________

Alternate Course (2nd choice) ____________________________________________

Alternate Course (3rd choice) ____________________________________________

Student Signature _______________________________________

Parent/Guardian Signature ______________________________________

Note: Additional paperwork must be submitted to enroll into online courses.
SCHEDULING GUIDELINES FOR UPCOMING SOPHOMORES

STEP 1: REVIEW THE PROGRAM PLANNING GUIDE

- Review graduation requirements, plans of study and course descriptions thoroughly. Complete the 4-year plan to help guide which courses to take each year.

STEP 2: COMPLETE THE COURSE REQUEST PROCESS

- Students should request six or seven credits. Students must also request three alternate courses. During scheduling in spring, students will only have access to select the courses they requested as the alternates in this step.
- Course requests will be entered by the student via Infinite Campus.
- Pay close attention to prerequisites.

STEP 3: COMPUTER GENERATED SCHEDULING OCCURS

- Infinite Campus will utilize student’s course requests and alternates to create a schedule. The number of sections of each class and when they are offered factor in to where classes fit. At times a conflict occurs, where two courses only fit in the identical space. In this situation the computer selects the class based on the ranking the student provides. The computer will then move to the alternate list and fill the gap that was created.
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<th>RASD GRADUATION REQUIREMENTS</th>
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<tbody>
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<td>Financial Literacy</td>
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<tr>
<td>Health</td>
</tr>
<tr>
<td>Vocational Arts</td>
</tr>
<tr>
<td>Additional Credits</td>
</tr>
<tr>
<td><strong>Total of 24 credits needed to graduate</strong></td>
</tr>
</tbody>
</table>
RIPON HIGH SCHOOL COURSE SELECTION SHEET - GRADE 10

Name: ________________________________  ________________________________
(Last)  (First)

REQUIRED COURSES:

ENGLISH:
EN210-211 World Lit * OR
EN 220-221 World Lit Honors *

SOCIAL STUDIES:
SS210-211 World History * OR
SS520-521 AP World History (W) *

MATH:
MT110-111 Alg Concepts *
MT120-121 Algebra 1 *
MT210-211 Alg/Geometry Concepts *
MT220-221 Geometry 1 *
MT320-321 Algebra 2 *

SCIENCE:
SC310-311 PLTW Principles of Engineering
SC320-321 Chemistry *
SC322-323 Physics *

Chemistry and Physics ONLY with department approval.

100 Study Hall (not required)
104 Study Hall (not required)

ELECTIVE COURSE OPTIONS: (Elective courses can be from any department, including core academic areas.)

AGRICIENCE
AGV108 Intro to Agriculture
AGV109 Exploring Food Science
AGV110 Intro to Animal Science
AGS113 Crops & Soils ES

ART
AR110 Foundations of 2-Dimensional Design
AR111 Foundations of 3-Dimensional Design
AR112 Painting/ Drawing
AR113 Applied Design
AR114 Ceramics/ Sculpture
AR213 Advanced Applied Design
AR214 Advanced Ceramics/ Sculpture
ARV210 The Art of Welding

BUSINESS EDUCATION
BUV110 Intro to Business (TC)
BUV111 Microsoft Word/ Excel (TC)
BUV211 Microsoft PowerPoint/ Access (TC)
BUV114 Risky Business
BUV120 Employability Skills
BUV210-211 Accounting 1 (TC)

FAMILY & CONSUMER SCIENCE
FCV110 Foods 1
FCV111 Foods 2
FCV212 Foods 3
FCV211 Child Development
FCV309 Strengthening Marriage & Family
FCV311 Foundations/ Early Childhood (TC)

MUSIC
MSF118-119 Zero Hour Concert Band
MSF120-121 Concert Band
MSF122-123 Jazz Ensemble
MSF124-125 Jazz Ensemble AO
MSF206-207 Prima Voce
MSF208-209 Bella Voce
MSF210-211 Nova Contra
MSF212-213 Cantabile AO

TECHNOLOGY EDUCATION
TEV110 Graphic Arts 1
TEV210 Graphic Arts 2
TEV120 Intro to Mfg/ Construction
TEV223 Home Improvement
TEV222 Building Construction
TEV130-131 PLTW Intro/Engineering Design
TEV260-261 PLTW Computer Integrated Mfg
TEV160 Genius Bar
TEV220 Woodworking 1
TEV221 Woodworking 2
TEV230 Energy & Transportation 1
TEV231 Energy & Transportation 2
TEV232 Manufacturing Processes (TC)
TEV125-126 Computer Science Esntls
TEV290-291 PLTW AP Computer Sci Prin (W)

WORLD LANGUAGE
WL101-102 Spanish Ltrcy for Heritage Stdnts
WL110-111 Spanish 1 *
WL210-211 Spanish 2 *
WL310-311 Spanish 3 *
WL410-411 Spanish 4 *
WL510-511 AP Spanish [W] *
WL120-121 German 1 *
WL220-221 German 2 *
WL320-321 German 3 *
WL420-421 German 4 *
WL520-521 German 5 *

* = NCAA Approved Course
(W) = Weighted Courses
(TC) = Transcripted Credit-Technical College

Courses with a “V” may be applied toward the vocational art requirement.
NOTE: A minimum of 24 credits are required for graduation.

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### RIPON HIGH SCHOOL COURSE SELECTION SHEET - GRADE 10

<table>
<thead>
<tr>
<th></th>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World Lit (EN210-211) <strong>OR</strong> World Lit Honors (EN220-221)</td>
<td>World Lit (EN210-211) <strong>OR</strong> World Lit Honors (EN220-221)</td>
</tr>
<tr>
<td>2</td>
<td>World History (SS210-211) <strong>OR</strong> AP World History (SS520-521)</td>
<td>World History (SS210-211) <strong>OR</strong> AP World History (SS520-521)</td>
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<tr>
<td>3</td>
<td>Science Choice:</td>
<td>Science Choice:</td>
</tr>
<tr>
<td>4</td>
<td>Math Choice:</td>
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<td>5</td>
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<td></td>
<td></td>
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</table>

Alternate Course (First Choice): _____________________________________________________________

Alternate Course (Second Choice): __________________________________________________________

Alternate Course (Third Choice): ___________________________________________________________

Note: Additional paperwork must be submitted to enroll into online courses.
SCHEDULING GUIDELINES FOR UPCOMING JUNIORS

STEP 1: REVIEW THE PROGRAM PLANNING GUIDE

- Review graduation requirements, plans of study and course descriptions thoroughly. Complete the 4-year plan to help guide which courses to take each year.

STEP 2: COMPLETE THE COURSE REQUEST PROCESS

- Students should request six or seven credits. Students must also request three alternate courses. During scheduling in spring, students will only have access to select the courses they requested as the alternates in this step.
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STEP 3: COMPUTER GENERATED SCHEDULING OCCURS

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<td>Health</td>
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<tr>
<td>Vocational Arts</td>
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<tr>
<td>Additional Credits</td>
</tr>
</tbody>
</table>

Total of 24 credits needed to graduate
RIPON HIGH SCHOOL COURSE SELECTION SHEET- GRADE 11

Required Courses:

**English**
- EN310-311 American Literature * OR
- EN320-321 American Literature Honors *
- Phy Ed
- PE310 Individual Activities OR
- PE320 Lifetime Recreational Activities OR
- PE321 Comp Team Activities OR
- PE330 Body Shop A
- PE331 Body Shop B

**Math**
- MT310-311 Geometry Concepts * OR
- MT318-319 Algebra 2 * OR
- MT330-331 Transition to College Math 1 OR
- MT342-343 Transition to College Math 2 OR
- MT420-421 Trig & Pre-Calculus * OR
- MT530-531 AP Calculus (W) * OR
- MT532-533 AP Statistics (W) * OR

**Social Studies**
- SS310-311 U.S. History * OR
- SS22-523 AP U.S. History *

**Science** — See Electives Below

100 Study Hall (not required)
104 Study Hall (not required)

Elective Courses: (See table below for options. Elective courses can be from any department, including core academic areas.)

<table>
<thead>
<tr>
<th>AGRICULTURE</th>
<th>FAMILY &amp; CONSUMER SCIENCE</th>
<th>MUSIC</th>
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<tbody>
<tr>
<td>AGV108 Intro to Agriculture</td>
<td>FCV110 Foods 1</td>
<td>MSF118-119 Zero Hour Concert Band</td>
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<tr>
<td>AGV109 Exploring Food Science</td>
<td>FCV111 Foods 2</td>
<td>MSF120-121 Concert Band</td>
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<tr>
<td>AGV110 Intro to Animal Science</td>
<td>FCV212 Foods 3</td>
<td>MSF122-123 Jazz Ensemble</td>
</tr>
<tr>
<td>AGS111 Advanced Animal Science ES</td>
<td>FCV211 Child Development</td>
<td>MSF124-125 Jazz Ensemble AO</td>
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<td>AGS113 Crops &amp; Soils ES</td>
<td>FCV309 Strengthening Marriage &amp; Family</td>
<td>MSF206-207 Prima Voce</td>
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<tr>
<td>AGS216 Natural Resource Mgmt ES (TC)</td>
<td>FCV311 Foundations/Early Childhood (TC)</td>
<td>MSF208-209 Bella Voce</td>
</tr>
<tr>
<td>AGS218 Wildlife Conservation 1 ES</td>
<td></td>
<td>MSF210-211 Nova Contra</td>
</tr>
<tr>
<td>AGS219 Wildlife Conservation 2 ES</td>
<td></td>
<td>MSF212-213 Cantabile AO</td>
</tr>
<tr>
<td>AGS311 Veterinary Science ES (TC)</td>
<td></td>
<td>MSF520-521 AP Music Theory (W)</td>
</tr>
<tr>
<td>AGV351 Agribusiness Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGV353 FFA/Leadership</td>
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<td></td>
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**ART**
- AR110 Foundations of 2-Dimensional Design
- AR111 Foundations of 3-Dimensional Design
- AR112 Painting/Drawing
- AR113 Applied Design
- AR114 Ceramics/Sculpture
- ARV210 The Art of Welding
- AR212 Advanced Painting/Drawing
- AR213 Advanced Applied Design
- AR214 Advanced Ceramics/Sculpture
- AR310 Community Art Project
- AR320 Portfolio Preparation

**BUSINESS EDUCATION**
- BU109 Personal Finance
- BU110 Intro to Business (TC)
- BU111 Microsoft Word/Excel (TC)
- BU211 Microsoft PowerPoint/Access (TC)
- BU114 Risky Business
- BU120 Employability Skills
- BU210-211 Accounting 1 (TC)
- BU310-311 Accounting 2 (TC)
- BU320 Medical Explorers (TC)

**ENGLISH**
- EN250 Creative Writing *
- EN455 Literature-Independent Study *

**PHYSICAL EDUCATION**
- PE310 Individual Activities
- PE331 Intense Team Activities
- PE320 Lifetime Recreational Activities
- PE321 Competitive Team Activities
- PE330 Body Shop A
- PE331 Body Shop B
- PE345 Outdoor Adventures <

**SCIENCE**
- SC312-313 Anatomy & Physiology *
- SC316 Genetics and Human Inheritance *
- SC320-321 Chemistry *
- SC322-323 Physics *
- SC345 CAPP Astronomy 104 (W) <
- SC520-521 AP Chemistry (W)*
- SC530 CAPP Biology 105 (W)*<
- SC531 Research Biology *
- SC532-533 CAPP Bio 104 (W) <

**SOCIAL STUDIES**
- SS323 Women's Studies *
- SS324 History Reading Workshop
- SS410 American Politics/Policies *
- SS413 Economics *
- SS526-527 AP Psychology (W)*
- SS528-529 AP Economics (W)*

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# Ripon High School Course Selection Sheet - Grade 11

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<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American Lit (EN310-311) OR American Lit Honors (EN320-321)</td>
<td>American Lit (EN310-311) OR American Lit Honors (EN320-321)</td>
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<tr>
<td>3</td>
<td>Science Choice:</td>
<td>Science Choice:</td>
</tr>
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<td>4</td>
<td>Math Choice:</td>
<td>Math Choice:</td>
</tr>
<tr>
<td>5</td>
<td>PE Choice:</td>
<td>Personal Finance (BU109) OR Economic (SS413) OR AP Economics (SS528-529)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
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Note: Additional paperwork must be submitted for consideration for online courses, Youth Apprenticeship, Internship, Independent Study, or Teaching Assistant.
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<tr>
<td>Social Studies</td>
<td>3 Credits</td>
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<tr>
<td>Science</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Math</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5 Credits</td>
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<tr>
<td>Financial Literacy</td>
<td>0.5 Credits</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 Credit</td>
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<tr>
<td>Vocational Arts</td>
<td>0.5 Credits</td>
</tr>
</tbody>
</table>

Total of 24 credits needed to graduate
### RIPON HIGH SCHOOL COURSE SELECTION SHEET - GRADE 12

**Name:** __________________________________________________________________________________________________

<table>
<thead>
<tr>
<th><strong>REQUIRED COURSES:</strong></th>
<th><strong>Financial Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English (any combination of two semester courses)</td>
<td>BU109 Personal Finance  OR</td>
</tr>
<tr>
<td>100 Study Hall S1 (not required)</td>
<td>SS413 Economics * OR</td>
</tr>
<tr>
<td>104 Study Hall S2 (not required)</td>
<td>SS528-S29 AP Economics *</td>
</tr>
<tr>
<td>SS410 American Politics/Policies *</td>
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<th><strong>SOCIAL STUDIES</strong></th>
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<tbody>
<tr>
<td>AR110  Foundations of 2-Dimensional Design</td>
<td>BU109 Personal Finance</td>
<td>SS323 Women’s Studies *</td>
</tr>
<tr>
<td>AR111  Foundations of 3-Dimensional Design</td>
<td>BUVV110 Intro to Business (TC)</td>
<td>SS324 History Reading Workshop</td>
</tr>
<tr>
<td>AR112  Painting/ Drawing</td>
<td>BUVV111 Microsoft Word/Excel (TC)</td>
<td>SS413 Economics</td>
</tr>
<tr>
<td>AR113  Applied Design</td>
<td>BUVV114 Risky Business</td>
<td>SS526-S27 AP Psychology (W)*</td>
</tr>
<tr>
<td>AR114  Ceramics/ Sculpture</td>
<td>BUVV120 Employability Skills</td>
<td>SS528-S29 AP Economics (W)*</td>
</tr>
<tr>
<td>ARV210 The Art of Welding</td>
<td>BUVV210-211 Accounting 1 (TC)</td>
<td></td>
</tr>
<tr>
<td>AR212  Advanced Painting/ Drawing</td>
<td>BUVV310-311 Accounting 2 (TC)</td>
<td></td>
</tr>
<tr>
<td>AR213  Advanced Applied Design</td>
<td>BUVV320 Medical Explorers (TC)</td>
<td></td>
</tr>
<tr>
<td>AR214  Advanced Ceramics/ Sculpture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR310  Community Art Project</td>
<td></td>
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</tr>
<tr>
<td>AR320  Portfolio Preparation</td>
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<tr>
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<th><strong>FAMILY &amp; CONSUMER SCIENCE</strong></th>
<th><strong>TECHNOLOGY EDUCATION</strong></th>
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<td>FCV110 Foods 1</td>
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<td>FCV111 Foods 2</td>
<td>TEV210 Graphic Arts 2</td>
</tr>
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<td>FCV212 Foods 3</td>
<td>TEV310 Media Production</td>
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</tr>
<tr>
<td>EN427 Film Studies *</td>
<td>FCV211 Child Development</td>
<td>TEV120 Intro to Mfg/Construction</td>
</tr>
<tr>
<td>EN428 Gothic Literature *</td>
<td>FCV309 Strengthening Marriage &amp; Family</td>
<td>TEV223 Home Improvement</td>
</tr>
<tr>
<td>EN429 Poetry *</td>
<td>FCV311 Foundations/ Early Childhood (TC)</td>
<td>TEV222 Building Construction</td>
</tr>
<tr>
<td>EN440 Senior Writing</td>
<td></td>
<td>TEV130-131 PLTW Intro/Engineering Design</td>
</tr>
<tr>
<td>EN442 Senior Reading</td>
<td></td>
<td>TEV260-261 PLTW Computer Integrated Mfg</td>
</tr>
<tr>
<td>EN455 Literature-Independent Study *</td>
<td></td>
<td>TEV160 Genius Bar</td>
</tr>
<tr>
<td>EN510 CAPP College Writing (W) *</td>
<td></td>
<td>TEV220 Woodworking 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MUSIC</strong></th>
<th><strong>PHYSICAL EDUCATION</strong></th>
<th><strong>WORLD LANGUAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSF18-119 Zero Hour Concert Band</td>
<td>PE310 Individual Activities</td>
<td>WL101-102 Spanish Ltrcy for Heritage Stdnts</td>
</tr>
<tr>
<td>MSF221-123 Jazz Ensemble</td>
<td>PE331 Intense Team Activities</td>
<td>WL110-111 Spanish 1 *</td>
</tr>
<tr>
<td>MSF224-125 Jazz Ensemble AO</td>
<td>PE320 Lifetime Recreational Activities</td>
<td>WL210-211 Spanish 2 *</td>
</tr>
<tr>
<td>MSF226-207 Prima Voce</td>
<td>PE321 Competitive Team Activities</td>
<td>WL310-311 Spanish 3 *</td>
</tr>
<tr>
<td>MSF228-209 Bella Voce</td>
<td>PE330 Body Shop A</td>
<td>WL410-411 Spanish 4 *</td>
</tr>
<tr>
<td>MSF231-211 Nova Contra</td>
<td>PE331 Body Shop B</td>
<td>WLS10-511 AP Spanish (W) *</td>
</tr>
<tr>
<td>MSF232-213 Cantabile AO</td>
<td>PE345 Outdoor Adventures</td>
<td>WL120-121 German 1 *</td>
</tr>
<tr>
<td>MSF520-521 AP Music Theory (W)</td>
<td></td>
<td>WL220-221 German 2 *</td>
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</table>

<table>
<thead>
<tr>
<th><strong>PHYSICAL EDUCATION</strong></th>
<th><strong>WORLD LANGUAGE</strong></th>
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<tbody>
<tr>
<td>PE310 Individual Activities</td>
<td>WL101-102 Spanish Ltrcy for Heritage Stdnts</td>
</tr>
<tr>
<td>PE331 Intense Team Activities</td>
<td>WL110-111 Spanish 1 *</td>
</tr>
<tr>
<td>PE320 Lifetime Recreational Activities</td>
<td>WL210-211 Spanish 2 *</td>
</tr>
<tr>
<td>PE321 Competitive Team Activities</td>
<td>WL310-311 Spanish 3 *</td>
</tr>
<tr>
<td>PE330 Body Shop A</td>
<td>WL410-411 Spanish 4 *</td>
</tr>
<tr>
<td>PE331 Body Shop B</td>
<td>WLS10-511 AP Spanish (W) *</td>
</tr>
<tr>
<td>PE345 Outdoor Adventures</td>
<td>WL120-121 German 1 *</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SCIENCE</strong></th>
<th><strong>WORLD LANGUAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC312-313 Anatomy &amp; Physiology *</td>
<td>WL101-102 Spanish Ltrcy for Heritage Stdnts</td>
</tr>
<tr>
<td>SC316 Genetics and Human Inheritance *</td>
<td>WL110-111 Spanish 1 *</td>
</tr>
<tr>
<td>SC320-321 Chemistry *</td>
<td>WL210-211 Spanish 2 *</td>
</tr>
<tr>
<td>SC322-323 Physics *</td>
<td>WL310-311 Spanish 3 *</td>
</tr>
<tr>
<td>SC345 CAPP Astronomy 104 (W)</td>
<td>WL410-411 Spanish 4 *</td>
</tr>
<tr>
<td>SC350 CAPP Biology 105 (W)*</td>
<td>WLS10-511 AP Spanish (W) *</td>
</tr>
<tr>
<td>SC530 Research Biology*</td>
<td>WL120-121 German 1 *</td>
</tr>
<tr>
<td>SC531 Research Biology</td>
<td>WL220-221 German 2 *</td>
</tr>
<tr>
<td>SC532-533 CAPP Bio 104 (W)</td>
<td>WL320-321 German 3 *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TECHNOLOGY EDUCATION</strong></th>
<th><strong>WORLD LANGUAGE</strong></th>
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</thead>
<tbody>
<tr>
<td>TEV110 Graphic Arts 1</td>
<td>WL101-102 Spanish Ltrcy for Heritage Stdnts</td>
</tr>
<tr>
<td>TEV210 Graphic Arts 2</td>
<td>WL110-111 Spanish 1 *</td>
</tr>
<tr>
<td>TEV310 Media Production</td>
<td>WL210-211 Spanish 2 *</td>
</tr>
<tr>
<td>TEV120 Intro to Mfg/Construction</td>
<td>WL310-311 Spanish 3 *</td>
</tr>
<tr>
<td>TEV223 Home Improvement</td>
<td>WL410-411 Spanish 4 *</td>
</tr>
<tr>
<td>TEV222 Building Construction</td>
<td>WLS10-511 AP Spanish (W) *</td>
</tr>
<tr>
<td>TEV130-131 PLTW Intro/Engineering Design</td>
<td>WL120-121 German 1 *</td>
</tr>
<tr>
<td>TEV125-126 Computer Science Essnts</td>
<td>WL220-221 German 2 *</td>
</tr>
<tr>
<td>TEV290-291 PLTW AP Computer Sci Prin (W)</td>
<td>WL320-321 German 3 *</td>
</tr>
</tbody>
</table>

Courses with a “V” may be applied toward the vocational art requirement.

* = NCAA Approved Course
(W) = Weighted Courses
ES = Elective Science credit
(TC) = Transcribed Credit-Technical College
**= May be taken for UW-Oshkosh college credit, if requirements are met
# Ripon High School Course Selection Sheet - Grade 12

<table>
<thead>
<tr>
<th></th>
<th><strong>First Semester</strong></th>
<th><strong>Second Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Choice:</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>American Politics/Policies (SS410)</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td>7</td>
<td></td>
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</tr>
</tbody>
</table>

Alternate Course (First Choice): ________________________________________________

Alternate Course (Second Choice): ________________________________________________

Alternate Course (Third Choice): ________________________________________________

---

*Note: Additional paperwork must be submitted for consideration for online courses, Youth Apprenticeship, Internship, Independent Study, or Teaching Assistant.*
## HIGH SCHOOL COURSE SELECTION OPTIONS

### AGRISCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGV108 Introduction to Agriculture</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AGV109 Exploring Food Science</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AGV110 Introduction to Animal Science</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AGS111 Advanced Animal Science ES</td>
<td>Intro to Animal Science and 2 credits of science department courses</td>
<td>ES</td>
<td>ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGS113 Crops &amp; Soils ES</td>
<td>Intro to Agriculture</td>
<td>ES</td>
<td>ES</td>
<td>ES</td>
<td>ES</td>
</tr>
<tr>
<td>AGS216 Natural Resource Management ES</td>
<td>Intro to Agriculture</td>
<td>ES</td>
<td>ES</td>
<td>ES</td>
<td>ES</td>
</tr>
<tr>
<td>AGS218 Wildlife Conservation 1 ES</td>
<td>Intro to Agriculture and 2 credits of science</td>
<td>ES</td>
<td>ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGS219 Wildlife Conservation 2 ES</td>
<td>1 science credit, Wildlife Conservation 1</td>
<td>ES</td>
<td>ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGS311 Veterinary Science ES</td>
<td>Intro to Animal Science and Advanced Animal Science ES</td>
<td>ES</td>
<td>ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGV351 Agribusiness Management</td>
<td>0.5 Credits of Agriscience</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGV353 FFA/Leadership</td>
<td>0.5 Credits of Agriscience</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

E= elective credit course  E/S= elective science credit

### AGRISCIENCE PATHWAYS

<table>
<thead>
<tr>
<th>ANIMAL SCIENCES</th>
<th>AGRONOMY</th>
<th>NATURAL RESOURCES</th>
<th>FOOD SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGV110 Intro to Animal Science</td>
<td>AGV108 Intro to Agriculture</td>
<td>AGV108 Intro to Agriculture</td>
<td>AGV109 Exploring Food Science</td>
</tr>
<tr>
<td>AGS311 Veterinary Science ES</td>
<td>AGS113 Crops &amp; Soils ES</td>
<td>AGS219 Wildlife Conservation 2 ES</td>
<td></td>
</tr>
</tbody>
</table>

### CAPSTONE COURSES

<table>
<thead>
<tr>
<th>CAPSTONE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGV351 Agribusiness Management</td>
</tr>
<tr>
<td>AGV353 FFA Leadership</td>
</tr>
</tbody>
</table>
### AGRISCIENCE

Graduation Requirements: None

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Recommended Grade Level</th>
<th>Length of Course</th>
<th>Prerequisite(s)</th>
<th>Career Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO TO AGRICULTURE</td>
<td>AGV108</td>
<td>0.5</td>
<td>9-12</td>
<td>One semester</td>
<td>None</td>
</tr>
<tr>
<td>EXPLORING FOOD SCIENCE</td>
<td>AGV109</td>
<td>0.5</td>
<td>9-12</td>
<td>One semester</td>
<td>None</td>
</tr>
<tr>
<td>INTRO TO ANIMAL SCIENCE</td>
<td>AGV110</td>
<td>0.5</td>
<td>9-12</td>
<td>One semester</td>
<td>None</td>
</tr>
<tr>
<td>ADVANCED ANIMAL SCIENCE ES</td>
<td>AGS111</td>
<td>0.5</td>
<td>11-12</td>
<td>One semester</td>
<td>Intro to Animal Science and 2 credits of science department courses</td>
</tr>
<tr>
<td>CROPS &amp; SOILS ES</td>
<td>AGS113</td>
<td>0.5</td>
<td>10-12</td>
<td>One semester</td>
<td>Intro to Agriculture</td>
</tr>
<tr>
<td>NATURAL RESOURCE MANAGEMENT ES</td>
<td>AGS216</td>
<td>0.5</td>
<td>11-12</td>
<td>One semester</td>
<td>Intro Agriculture</td>
</tr>
</tbody>
</table>

If you enjoy animals, wildlife, plants and the outdoors, then you will be amazed at the career opportunities explored in this introductory class. Students will study how food is produced, harvested, processed and marketed. Students will explore the pressing issues of our food and world.

Do you enjoy eating and cooking? Check out Exploring Food Science to learn about one of the fastest growing career areas in agriculture. This class will track agricultural products from the farmer to the consumer. Students will investigate key players and trends in the food industry. The class will be conducting labs and working with milk, dairy products, cereals, grains, fruits, vegetables, meat, poultry, eggs, fish, beverages, and more. Students will also gain an understanding of food safety and careers in food science.

Do you want to learn where our food and fiber come from? This course will explore many aspects of agriculture, food, and natural resources with lots of hands-on activities. We will focus on agricultural methods, history, careers, agricultural controversies, and agriculture’s role in society and the future.

Students in this course will learn about various animal systems with a focus on anatomy, digestion, nutrition, and reproduction. A basic understanding of dairy science will be gained. Careers within Animal Science will also be explored. This course will count toward a science credit on your transcript.

This course is designed to give students a working knowledge of some of the most popular and widely used crops in the area. We will focus on soil makeup and what it has to offer to the farmer in terms of nutrients and structure. This will play into the crops that are grown in soil. Conservation techniques and nutrient management will also be discussed. This course is offered with an option for college credit with Lakeshore Technical College. This course will count toward a science credit on your transcript.

This course will cover the various aspects of natural resource management with a focus on soil science and water quality. Students will learn about types of soil, soil development, and conservation methods. Students will perform a variety of experiments dealing with natural resource concepts through class discussion, labs and outdoor activities. This course is offered with an option for college credit with Lakeshore Technical College. This
AGRICULTURE
Graduation Requirements: None

Course will count toward a science credit on your transcript.

WILDLIFE CONSERVATION 1 ES AGS218
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Intro to Agriculture and 2 credits of science
Career Clusters: ▲ ▲ ▲

This course will cover the various aspects of wildlife including birds, small game, fish, and big game management. Other aspects of consideration include science and technology in wildlife management and enjoying wildlife in addition to citizen responsibilities. Students will perform a variety of experiments dealing with wildlife concepts through class discussions, labs, and outdoor activities. This course will count toward a science credit on your transcript.

WILDLIFE CONSERVATION 2 ES AGS219
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): One science credit, Wildlife Conservation 1
Career Clusters:

This course will go further in depth into the various aspects of wildlife including birds, small game, fish and big game management. Other aspects of consideration include science and technology in wildlife management and enjoying wildlife in addition to citizen responsibilities. Students will perform a variety of experiments dealing with wildlife concepts through class discussions, labs and outdoor activities. This course will count toward a science credit on your transcript.

VETERINARY SCIENCE ES AGS311
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Intro to Animal Science and Advanced Animal Science ES
Career Clusters: ▲ ▲ ▲

Students in this course will learn about animal health and diseases. Students will discuss various prevention and treatment methods. Techniques associated with safety and biosecurity will be addressed. Careers within Animal Science will also be explored. This course is offered with an option for college credit with Lakeshore Technical College. This course will count toward a science credit on your transcript.

AGRIBUSINESS MANAGEMENT AGV351
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): 0.5 credits of Agriscience
Career Clusters: ▲ ▲ ▲ ▲

This course is designed for students planning an agribusiness career after graduation and those students planning post-secondary education at a technical school or college. A unit in career opportunities and selection for the farm and non-farm student is included. The business aspects of agriculture, including human relations, economics, accounting, and finance organizations will be covered as they relate to the agribusiness industry.

FFA/LEADERSHIP AGV353
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): 0.5 credits of Agriscience
Career Clusters: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

This course will allow students to grow in their knowledge of FFA and leadership skills. Students who are dedicated FFA members are encouraged to take this class so that they can learn about opportunities and responsibilities within the organization and be able to devote their energy to developing service-learning activities, writing grants for chapter and individual projects and honing their Supervised Agricultural Experiences.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR110 Foundations of 2-Dimensional Design</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AR111 Foundations of 3-Dimensional Design</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AR112 Painting and Drawing</td>
<td>Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<tr>
<td>AR113 Applied Design (Odd years)</td>
<td>Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>AR114 Ceramics and Sculpture (Even years)</td>
<td>Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design</td>
<td>E</td>
<td>E</td>
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<tr>
<td>AR212 Advanced Painting And Drawing</td>
<td>Painting and Drawing</td>
<td>E</td>
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<tr>
<td>AR213 Advanced Applied Design (Even years)</td>
<td>Applied Design</td>
<td>E</td>
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<tr>
<td>AR214 Advanced Ceramics And Sculpture (Odd years)</td>
<td>Ceramics and Sculpture</td>
<td>E</td>
<td>E</td>
<td>E</td>
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</tr>
<tr>
<td>AR310 Community Art Project (Even years)</td>
<td>4 art courses with a grade of A- or above</td>
<td>E</td>
<td>E</td>
<td></td>
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<tr>
<td>AR320 Portfolio Preparation (Odd years)</td>
<td>4 art courses with a grade of A- or above</td>
<td>E</td>
<td>E</td>
<td></td>
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<tr>
<td>ARV210 The Art of Welding</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

E= elective credit course
FOUNDATIONS OF 2-DIMENSIONAL DESIGN  AR110
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲

Foundations of 2-Dimensional Design is open to all students and has no prerequisites. This one semester course introduces students to the world of 2-Dimensional Visual Arts. The Elements of Art and Principles of Design are explored and applied through various 2-Dimensional media, artists, and cultures. Studio experiences give students opportunities to experience how the Elements of Art and Principles of Design are applied using a variety of 2-D media. Possible media include: graphite pencil, pen, conte’ crayons, India ink, charcoal, chalk pastel, oil pastel, watercolor, acrylic, and tempera paint. Technical skills, individual style, and creative problem solving skills are emphasized in this course. Students will demonstrate their ability to critique, analyze, and interpret their own artwork and the work of others through discussions, formal verbal critiques, as well as, in written critiques.

FOUNDATIONS OF 3-DIMENSIONAL DESIGN  AR111
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲

Foundations of 3-Dimensional Design is open to all students and has no prerequisites. This one semester course introduces students to the world of 3-Dimensional Visual Arts. The Elements of Art and Principles of Design are applied using a variety of 3-D media. Possible media include: paper, wood, metal, plaster, paper mache, and clay. Technical skills, individual style, and creative problem solving skills are emphasized in this course. Students will demonstrate their ability to critique, analyze, and interpret their own artwork and the work of others through discussions, formal verbal critiques, as well as, in written critiques.

PAINTING AND DRAWING  AR112
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design
Career Clusters: ▲ ▲

Painting and Drawing is open to all students who have completed an introductory course of Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design. This course is strongly recommended for students interested in pursuing any art media. This one semester course builds students drawing and painting skills. This course gives students the opportunity to express themselves while learning techniques, proper use of tools, and how to use elements and principles of design to create interesting and skillful compositions. Students will demonstrate their ability to critique, analyze, and interpret their own artwork and the work of others through discussions, formal verbal critiques, as well as, in written critiques. Students will be expected to keep a sketchbook of designs and notes.

APPLIED DESIGN  AR113
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design
Career Clusters: ▲ ▲

This course builds on the knowledge, skills, Elements of Art, and Principles of Design introduced in Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design. This class is designed to expose students to media and/or art processes that explore the functional uses of arts and crafts. Students will investigate the properties of various art media and cultivate technical skills specific to each media. Possible units include: paper making, beading, printmaking, textiles, fibers, metals, puppetry, and designing exhibits/showcases. Applied Design and Advanced Applied Design students will be responsible for designing, creating, and maintaining the High School’s and District’s Art showcases. A variety of historical themes and genres will be explored. Students will be expected to keep a sketchbook of designs and notes.

CERAMICS AND SCULPTURE  AR114
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design
Career Clusters: ▲ ▲

CERAMICS AND SCULPTURE  AR114
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design
Career Clusters: ▲ ▲

CERAMICS AND SCULPTURE  AR114
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Foundations of 2-Dimensional Design or Foundations of 3-Dimensional Design
Career Clusters: ▲ ▲
This course builds on the knowledge, skills, Elements of Art, and Principles of Design introduced in Foundations of 2-Dimensional Design and Foundations of 3-Dimensional Design. Ceramics and Sculpture offers students a visual arts experience in three dimensional design. This is an introductory studio class for students who wish to explore the art of ceramics and sculpture. Emphasis will be placed on the design elements: line, shape, texture, form, balance, and color. The ceramics focus explores hand-building techniques as well as the potter’s wheel. Functional as well as sculptural applications to ceramic vessels will be explored. This class introduces staining and glazing techniques in addition to traditional ceramic and sculpture techniques. A variety of historical themes and genres will be explored. Students will investigate the properties of various sculptural 3-D media and cultivate technical skills specific to each media. Possible media includes: clay, paper, plaster, and paper mache’. Students will be expected to keep a sketchbook of designs and notes.

**THE ART OF WELDING**

**ARV210**

Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲

This course is designed for sophomore though senior students who are interested in a career in manufacturing, engineering, or the visual arts. During this course, students will study the art of product design and will develop a plan for creating welded sculptures and/or products.

**ADVANCED PAINTING AND DRAWING**

**AR212**

Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Painting and Drawing
Career Clusters: ▲ ▲

Advanced Painting and Drawing is open to all students who have completed Painting and Drawing. This course builds upon the skills and concepts of Painting and Drawing. Advanced Painting and Drawing is a studio course designed for students to further explore their personal style in 2-D art. Students will continue to develop techniques and skills in painting and drawing media. Students will plan, design, and create a series of paintings and drawings for the purpose of deeply exploring the Elements of Art and Principles of Design. Students may explore acrylic, tempera, and watercolor paint in addition to multimedia, as well as, a variety of drawing media. Given genre and media options, emphasis is placed on developing students’ personal style and artistic preferences. Students will be expected to keep a sketchbook of designs and notes. Students will have meaningful experiences creating and preparing for public exhibition.

**ADVANCED APPLIED DESIGN**

**AR213**

Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Applied Design
Career Clusters: ▲ ▲

This course builds on the knowledge and skills taught in Applied Design. Advanced Applied Design is a studio course designed for students to further explore their personal style in 2-D and 3-D art. Students will continue to develop techniques and skills in a variety of media taught in Applied Design. Students will plan, design, and create functional art products for the purpose of deeply exploring the Elements of Art and Principles of Design. The study of form and function will be directly applied to design concepts as well as finished pieces. Students will explore construction processes as well as a variety of finishing techniques. Possible media includes: fibers, plaster, wood, paper mache’, metal, ceramic, and paint. Given genre and media options, emphasis is placed on developing students’ personal style and artistic preferences. Students will be expected to keep a sketchbook of designs and notes. Students will have meaningful experiences creating and preparing work for public exhibition. Applied Design and Advanced Applied Design students will be responsible for designing, creating, and maintaining the High School’s and District’s Art showcases.

**ADVANCED CERAMICS AND SCULPTURE**

**AR214**

Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Ceramics and Sculpture
Career Clusters: ▲ ▲

This course builds on the knowledge and skills taught in Ceramics and Sculpture. Advanced Ceramics and Sculpture is a studio course designed for students to further explore the art of ceramics and sculpture. Emphasis will be placed on the design elements: line, shape, texture, form, balance, and color. The ceramics focus explores hand-building techniques as well as the potter’s wheel. Functional as well as sculptural applications to ceramic vessels will be explored. This class introduces staining and glazing techniques in addition to traditional ceramic and sculpture techniques. A variety of historical themes and genres will be explored. Students will investigate the properties of various sculptural 3-D media and cultivate technical skills specific to each media. Possible media includes: clay, paper, plaster, and paper mache’. Students will be expected to keep a sketchbook of designs and notes. Students will have meaningful experiences creating and preparing for public exhibition.

**CAREER CLUSTERS**

▲ Agriculture, Food & Natural Resources  
▲ Architecture & Construction  
▲ Arts, A/V Technology & Communications  
▲ Business Management & Administration  
▲ Education & Training  
▲ Finance  
▲ Government & Public Administration  
▲ Health Science  
▲ Hospitality & Tourism  
▲ Human Services  
▲ Information Technology  
▲ Law, Public Safety, Corrections & Security  
▲ Manufacturing  
▲ Marketing  
▲ Science, Technology, Engineering & Mathematics  
▲ Transportation, Distribution & Logistics
explore their personal style in 3-D art. Students will continue to develop techniques and skills in a variety of sculptural media. Students will plan, design, and create a series of sculptures and ceramic vessels for the purpose of deeply exploring the Elements of Art and Principles of Design. The study of form and function will be directly applied to design concepts as well as finished pieces. Students may explore hand building, wheel throwing and combination construction processes as well as a variety of finishing techniques. Given genre and media options, emphasis is placed on developing students’ personal style and artistic preferences. Students will be expected to keep a sketchbook of designs and notes. Students will have meaningful experiences creating and preparing work for public exhibition.

COMMUNITY ART PROJECT AR310
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Four art courses with grade A- or above
Career Clusters: ▲▲

This fun course brings art to the local community! Community Art Project is open to all Juniors and Seniors who have completed a minimum of four semesters of art courses. Students will choose and design their own community art project(s). This course is designed to engage students in the community. Students may work independently or as a team of collaborative artists. Students will be expected to establish, build and maintain relationships in the community. Each student will design a contract with a timeline that outlines the student’s anticipated projects and responsibilities. This contract must be approved by the student, teacher, and the student’s parent/guardian.

PORTFOLIO PREPARATION AR320
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Four art courses with grade A- or above
Career Clusters: ▲▲▲

Portfolio Preparation is open to all Juniors and Seniors who have completed a minimum of four semesters of art courses. Students will create and develop a portfolio of works and images for the purpose of college preparation and/or public exhibition. Students will study historical, as well as, current artists and/or cultures as an integral part of the creation process. Media may include: drawing, painting, collage, printmaking, clay, and mixed media. Students will use critical analysis and evaluation while crafting works in a variety of art genres. The portfolios will portray the student’s visual sensitivity, intellectual curiosity, creativity, motivation, self-discipline, and previous experience in the visual arts. Experimentation, creative thinking, and self-direction will be emphasized as the student continues to develop technical mastery and style.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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<td>BUV110 Introduction to Business</td>
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<td>BUV114 Risky Business</td>
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<td>BUV120 Employability Skills</td>
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<tr>
<td>BUV320 Medical Explorers</td>
<td>None, serious interest in medical field</td>
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</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

E= elective credit course
RO*= This course would fulfill the financial literacy requirement for graduation other options are Economics or AP Economics
PERSONAL FINANCE

BU109
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

Students will perform personal finance tasks such as developing a budget, maintaining a checking account, using credit, completing taxes, exploring insurance, exploring consumer rights and responsibilities, exploring living on your own, and planning savings/investments. This class meets the financial literacy requirement for graduation.

INTRODUCTION TO BUSINESS

BUV110
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲

The class introduces the student to the world of business. It examines the areas of business such as human resources, operations management, financial management, and marketing. It also gives the students an overview of the types of business ventures available and the advantages and disadvantages of each. This course is helpful for any student regardless of career choice and is highly recommended as prerequisite for any other business courses. **This class is articulated with MPTC-college credit is available. Students will earn three technical college credits for the college course Business Organization.

MICROSOFT WORD/EXCEL

BUV111
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲

This class will utilize Word & Excel for use in high school, college and employment. In Word students will be introduced to word processing applications, functions and features. Also emphasized will be creating, editing, saving and retrieving files; using wizards and templates; creating organized tables; and using grammar, formatting and spelling tools. Students will produce documents with charts generated from tables. In Excel students will be introduced to spreadsheet applications, functions and features using data tables and document review. Also emphasized will be creating, editing, saving and retrieving files, applying formulas and managing large workbooks, charts and amortizations schedules. Students will complete practical tasks using Word and Excel, as well as complete tasks that integrate both. This course is helpful for any students regardless of career choice and is highly recommended. Many employers, technical colleges and universities expect experience with these software packages. **This class is articulated with MPTC-college credit is available. Students will earn technical college credits for the two college courses: Microsoft Word (2cr.) and Microsoft Excel (2cr.).

MICROSOFT POWERPOINT/ACCESS

BUV112
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲

This class will utilize advanced Word features, PowerPoint and Access, for use in high school, college, and employment. This course is designed to challenge users through advanced applications. Word processing skills remain a goal of this course with emphasis placed on formatting documents and other features that employers are seeking in employees. PowerPoint facilitates the design and creation of presentations in the form of text, clip art, animation, organizational charts, and tables. Students will produce interactive presentations with sound and other enhancements. Access is a database program which keeps track of large amounts of data and organizes it in a useful manner. Students will develop skills to manage relational databases by completing various activities using a hands-on format. This course is helpful for any student regardless of career choice and is highly recommended. Many employers, technical colleges, and universities expect experience with these software packages. **This class is articulated with MPTC-college credit is available. Students will earn technical college credits for the two college courses: Microsoft Access (2cr.) and Microsoft PowerPoint (2cr.).
RISKY BUSINESS  
**BUV114**  
Credits: 0.5  
Recommended Grade Level: 10-12  
Length of Course: One semester  
Prerequisite(s): None  
Career Clusters: ▲▲▲▲

Interested in owning your own business someday? If you think you may want to own your own business, then this is the class for you! This class will provide a basic understanding of business principles and management, which is needed by everyone who plans a career in business. Fundamentals related to economic, legal, and social topics will be covered, along with information on organizing businesses, marketing products and services, financing operations, managing and developing employees, and making difficult business decisions in a dynamic, competitive atmosphere. The operation of the school store will be woven into the curriculum to give hands on experience.

EMPLOYABILITY SKILLS  
**BUV120**  
Credits: 0.5  
Recommended Grade Level: 9-12  
Length of Course: One semester  
Prerequisite(s): None  
Career Clusters: ▲▲▲▲▲▲▲▲▲▲

Do you want to hear the phrase “You’re Hired!”? This course provides you with an opportunity to develop skills needed to seek, obtain and maintain employment. Students will learn how to fill out a job application, complete a resume, write a cover letter, and grab the job! This course will also cover workplace expectations and professionalism demanded in the job marketplace and will work to develop job acquisition skills needed for employment. This class will help any student get a leg up on the competition to get and keep a great job.

ACCOUNTING 1  
**BUV210-211**  
Credits: 0.5 per semester  
Recommended Grade Level: 10-12  
Length of Course: Two semesters  
Prerequisite(s): None  
Career Clusters: ▲▲▲

This is a full year class, but is organized into two semesters. Semester one has to be taken before semester two can be taken. **Semester 1:** Students will learn the fundamentals of accounting. They will become familiar with accounting terminology (the language of business), basic accounting principles, the accounting cycle, and financial activities. Automated accounting principles are integrated into various activities. **Semester 2:** Students will continue learning the fundamentals of accounting by studying the accounting cycle for a merchandising corporation and accounting for special procedures. This class is highly recommended by students pursuing all types of business careers and/or who desire to own their own business. **This class is articulated with MPTC-college credit is available. Students will earn four technical college credits for the college course Accounting 1.

ACCOUNTING 2  
**BUV310-311**  
Credits: 0.5 per semester  
Recommended Grade Level: 11-12  
Length of Course: Full year  
Prerequisite(s): Accounting 1 and teacher approval  
Career Clusters: ▲▲▲

Students will learn advanced fundamentals of accounting. This course will prepare students for entry-level business occupations upon graduation from high school, prepare students for further study of business after high school, and provide students with a foundation for personal financial management. Students pursuing all types of business careers and/or who desire to own their own business should enroll in this course. **This class is articulated with MPTC-college credit is available. Students will earn four technical college credits for the college course Accounting 2.

MEDICAL EXPLORERS  
**BUV320**  
Credits: 1.0  
Recommended Grade Level: 11-12  
Length of Course: One semester, two class periods  
Prerequisite(s): None, serious interest in medical field  
Career Clusters: ▲▲▲

Are you interested in the Health Care field? Would you like to rotate through multiple departments to give you a better feel for what area you might like best? If so, this is the class for you. Medical Explorer students go to the Ripon Medical Center-Agnesian Healthcare hospital for on exposure in eleven different departments. A limited number of students can take this class, therefore, an application process MAY be required. Students taking this course can earn transcripted credit through a technical college.
### ENGLISH

<table>
<thead>
<tr>
<th>YEAR</th>
<th>REQUIRED COURSES</th>
</tr>
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<tbody>
<tr>
<td>Graduation Requirements: All students must complete a minimum of 4 English credits.</td>
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</tr>
<tr>
<td>Freshman</td>
<td>EN110-111 English 9 OR EN120-121 English 9 Honors</td>
</tr>
<tr>
<td>Sophomore</td>
<td>EN210-211 World Literature OR EN220-221 World Literature Honors</td>
</tr>
<tr>
<td>Junior</td>
<td>EN310-311 American Literature OR EN320-321 American Literature Honors</td>
</tr>
<tr>
<td>Senior</td>
<td>English course of your choice</td>
</tr>
</tbody>
</table>

### ELECTIVES FOR ENGLISH CREDIT

- EN250 Creative Writing
- EN423 Mythology/Classics
- EN424-425 Journalism
- EN427 Film Studies
- EN428 Gothic Literature
- EN429 Poetry (offered 19-20, every other year)
- EN430 British Literature (offered 18-19, every other year)
- EN440 Senior Writing
- EN442 Senior Reading
- EN510 College Writing-CAPP (Weighted)
- EN455 Literature-Independent Study

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.
ENGLISH
Graduation Requirements: 4 credits

ENGLISH 9
Credits: 0.5 per semester
Recommended Grade Level: 9
Length of Course: Full year
Prerequisite(s): None, required for all Freshmen
Career Clusters: Foundational coursework

English 9 is a two-semester, required course for all freshmen. Essay writing, nonfiction literature, drama, Shakespeare, speech, short story, novel, poetry, research paper, grammar, and usage are taught. Because this is the first high school English course, reading and writing skills are emphasized.

ENGLISH 9 HONORS
Credits: 0.5 per semester
Recommended Grade Level: 9
Length of Course: Full year
Prerequisite(s): None, required for all Freshmen
Career Clusters: Foundational coursework

Freshmen Honors English serves as both an introduction to the high school English curriculum as well as an opportunity for students to critically explore literature. The rigors of the course are intended to prepare students for success later in high school, in college, and in the working world. Students work on becoming excellent critical thinkers, readers, and writers. The course will demand both high quantity and quality of writers. The course will demand both high quality and quality of effective writing and speaking for a range of audiences and purposes. Students will also demonstrate their mastery of the conventions of the standard written language through writing and speaking. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

WORLD LITERATURE
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: One semester
Prerequisite(s): None, required for all Sophomores
Career Clusters: Foundational coursework

The first semester of World Literature is a somewhat chronological survey of literature from around the world. Activities include standard fare for Language Arts, including literature analysis. The course begins with an examination of myths and folktales, and then proceeds with the African oral tradition. From African literature, students will explore literature of the ancient Middle East, including Mesopotamian literature and Hebrew literature. A survey of Roman and Greek literature will follow, concluding with Indian literature. The second semester of World Literature is a survey of literature from around the world, continuing from first semester. The course continues from first semester with Chinese and Japanese Literature, then to Persian and Arabic literature, and then shifts from specific cultures to time periods or literary movements like the Middle Ages, the age of Renaissance, and the age of Enlightenment.

WORLD LITERATURE HONORS
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: One semester
Prerequisite(s): None, required for all Sophomores
Career Clusters: Foundational coursework

Sophomore Honors English serves as both a continuation to the high school English curriculum as well as an opportunity for students to critically explore literature—specifically world literature. The rigors of the course are intended to prepare students for success later in high school, in college, and in the working world. Students work on becoming excellent critical thinkers, readers, and writers. The course will demand both high quantity and quality of effective writing and speaking for a range of audiences and purposes. Students will also demonstrate their mastery of the conventions of the standard written language through writing and speaking. Through the coursework, students will be expected to meet and exceed state standards for reading, writing, listening, and speaking.

CREATIVE WRITING
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Juniors may not elect Creative Writing instead of English 11, but in addition.
Career Clusters: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

Students learn and practice many techniques designed to stimulate imaginative, creative thinking. They investigate and write in various narratives, dramatic, and poetic formats. They critique and edit one another’s writing. Not accepted as English credit for 4 year colleges and
ENGLISH
Graduation Requirements: 4 credits

universities, but it is accepted toward RHS graduation requirements.

AMERICAN LITERATURE EN310-311
Credits: 0.5 per semester
Recommended Grade Level: 11
Length of Course: Full year
Prerequisite(s): None, required for all Juniors
Career Clusters: Foundational coursework

American Literature is a two-semester required course for all juniors. It is a study of literary heritage of America in which identical themes are explored both in this class and U.S. History. Most of the selections are contained in the text; however, a number of novels are also read during the year such as The Adventures of Huckleberry Finn and Of Mice and Men. Students are expected to write with each unit applying the skills developed in prior English classes to a variety of writing styles. Vocabulary development and grammatical usage review are also included in the units.

AMERICAN LITERATURE HONORS EN320-321
Credits: 0.5 per semester
Recommended Grade Level: 11
Length of Course: Full year
Prerequisite(s): None, required for all Juniors
Career Clusters: Foundational coursework

Honors English is a year-long course in the study of American Literature. This course will take a chronological approach to American Literature rather than the thematic approach of non-Honors American Literature in order to mirror the structure of the AP U.S. History class. Students are encouraged to take both courses. The course focuses on critical analysis of poetry, short stories, and novels. Students in this honors course are expected to read more and write more than English 11 (there will rarely be a time when students do not have an assigned novel). The expectation is that students will become independent analyzers of all forms of literature and make connections both in and outside of classroom material. The course will demand high quality writing through readings. ACT and SAT level vocabulary will also be studied.

MYTHOLOGY/CURSICS EN423
Credits: 0.5
Recommended Grade Level: 12
Length of Course: One semester
Prerequisite(s): Successful completion of English 9 and English 10. Students are warned that the reading selections and the written work in this course are difficult, and they will probably not have success in the course if they received lower than a B in previous English courses.

Career Clusters: ▲

Mythology and the Classics include a working understanding of Greek/Roman Mythology. There is a cross cultural exploration of mythology based on themes. In a comparative study, myths of other countries are also considered. Among the works studied are the Iliad and the Odyssey. Several interpretive papers are written. Introductory research investigating a god or goddess and research into specific culture of mythology outside of Greek is required. Creative writing opportunities are also provided.

JOURNALISM EN424-425
Credits: 0.5 per semester
Recommended Grade Level: 12
Length of Course: One year plus additional years as editors
Prerequisite(s): None.
Career Clusters: ▲ ▲ ▲

Students will design, write and produce the yearbook, school newspaper, news briefs, and press releases. This course will begin by stressing the basic fundamentals of journalism. Emphasis will be placed on how to gather and report news events for the school and community as well as developing writing skills, writing news and feature stories, learning technical terms, taking photos, and developing layouts and design. Students will also study other forms of mass media and ethics. Students who have successfully completed one year of Journalism may have the opportunity to take this course again. Students who do this will take editorial roles and develop advanced skills in the design and production of the school yearbook and newspaper. As editors, students will be responsible for training staff members, delegating assignment, setting deadlines, monitoring progress, and assembling finished products. Students must take the course first semester to be able to take it second semester.

FILM STUDIES EN427
Credits: 0.5
Recommended Grade Level: 12
Length of Course: One semester

▲ Agriculture, Food & Natural Resources
▲ Architecture & Construction
▲ Arts, A/V Technology & Communications
▲ Business Management & Administration
▲ Education & Training
▲ Finance
▲ Government & Public Administration
▲ Health Science

▲ Hospitality & Tourism
▲ Human Services
▲ Information Technology
▲ Law, Public Safety, Corrections & Security
▲ Manufacturing
▲ Marketing
▲ Science, Technology, Engineering & Mathematics
▲ Transportation, Distribution & Logistics
Gothic Literature is a course that examines the tradition of horror/terror literature in its early days. The course covers prominent horror masters from the British Isles, including Shelley, author of Frankenstein, and Stoker, author of Dracula. American authors, such as Poe and Lovecraft, are also included in the course. The intention of the course is to familiarize students with the genre of horror and recognize significant works and authors, as well as to identify the traits of the horror genre that help to classify it as such.

Poetry is a semester course that will focus on both reading and writing poetry. During the semester we will read and analyze great poems from around the world and determine what makes their poetry great. We will also write our own poems using various writing prompts. There will also be opportunities to work on your own poems independently as well as with other students. In general, the class will spend half of the time looking at good poems and half the time working on and writing our own poems.

British Literature is a semester-long survey course that explores the chronology of British Literature. The focus of this course will be an understanding of literature expressed through various formats including the written essay.

Senior Writing is a course that will focus on varied styles and modes of writing. Students will compose a variety of papers including descriptive, narrative, persuasive, and research. Additionally, the class will include elements of appropriate internet usage and certain work readiness skills (resumes and cover letters). While this class will mainly focus on writing, free reading (student chosen novels) will also be incorporated in the class. Students will elect to take this course or College Writing, not both.

The overall emphasis of this class will be on lifelong reading and the skills necessary for appreciating a variety of genres. Students will read a variety of literary selections and review literary analysis skills. This will include the reading and analysis of both fiction and non-fiction literature. The reading selections for this class will be of a high interest level as indicated by RHS student feedback. Non-fiction selections will include current events and issues through traditional and online publications.
ENGLISH
Graduation Requirements: 4 credits

LITERATURE-INDEPENDENT STUDY EN455
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters:

Courses in Literature—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to literature. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

COLLEGE WRITING-CAPP (WEIGHTED) EN510
Credits: 0.5
Recommended Grade Level: 12
Length of Course: One semester
Prerequisite(s): Successful completion of English 9, 10, and American Lit or permission of instructor.
Career Clusters:

College Writing is a one-semester course designed to prepare students for the critical reading and writing that is required at the college level. The focus will be on non-fiction, expository writing, and analysis. Students will be required to produce quality final drafts of essays and participate in discussions on writing pertaining to voice, styles, and effectiveness. While this is not an official AP course, the material covered in this class will help prepare students to take the AP Language and Writing test in May. This course is offered with an option for college credit with UW-Oshkosh. This is an attendance requirement for students taking this course for college credits. Students may elect to take this course or Senior Writing, not both.
## FAMILY AND CONSUMER SCIENCE

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<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
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<td>FCV311 Foundations of Early</td>
<td>Child Development</td>
<td>E</td>
<td>E</td>
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</tr>
<tr>
<td>Childhood</td>
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</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

*E= elective credit course*
FAMILY AND CONSUMER SCIENCE

Graduation Requirements: None

FOODS 1
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None. Beneficial for all students. Recommended for those considering a career in food service, food technology, nutrition, or home economics areas.
Career Clusters: ▲ ▲ ▲

Foods 1 is designed to teach important information about food, nutrition, and cooking skills that students can use on an everyday basis. The course focuses on family food and nutritional needs as well as wise consumer practices. Students will participate in hands-on activities and food labs to better understand how food influences the world around us. Students will learn basic measurement techniques, food preparation techniques, and study money management for food purchases. There is a focus on fruits, vegetables, dairy products, quick breads, yeast breads, and baked goods. A study of diets, healthy eating, and related eating disorders is included.

$4.00 foods fee.

FOODS 2
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): Successful completion of Foods 1 or permission of the instructor. Beneficial for all students. Recommended for those considering a career in food service, food technology, nutrition, or home economics related areas.
Career Clusters: ▲ ▲ ▲

Foods 2 is designed to enhance students' knowledge and skills in food selection and preparation. Students will participate in various labs throughout the semester. There is a focus on meats, fish, seafood, poultry, soups, salads, beverages, appetizers, pies, cakes, and using herbs and spices to flavor foods. Students will also participate in a unit on foreign foods and have the opportunity to prepare and sample foods from around the world. $4.00 foods fee.

FOODS 3
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Successful completion of Foods 1 and 2 or permission of the instructor. Beneficial for all students. Recommended for those considering a career in food service, food technology, nutrition, or home economics related areas.
Career Clusters: ▲ ▲ ▲ ▲

Foods 3 is an advanced level foods course that will focus on complex cooking techniques to help students to further develop their culinary skills. Students will participate in hands-on activities and food labs while studying various topics including cake decorating, candy making, garnishing and presentation, food preservation and dehydration, food science principles, and grilling. Students will also explore careers in food service through participation in an actual catering experience. $4.00 foods fee.

CHILD DEVELOPMENT
Credits: 0.5
Recommended Grade Level: 10-12 or instructor approval
Length of Course: One semester
Prerequisite(s): Beneficial to all students. Recommended for any student planning to enter a child care career, teaching, or the medical profession.
Career Clusters: ▲ ▲ ▲

This course focuses on the development of children from conception to age five. The course prepares all people who care for or come in contact with children, whether at home, as workers in a child care occupation, or casual contact in society, to have knowledge of children's growth and development to provide for them effectively. The principles of growth and development are interwoven with practical suggestions for caring for and working with children. The course culminates with a four-week play school for children ages 3-5.

STRENGTHENING MARRIAGE & FAMILY
Credits: 0.5
Recommended Grade Level: 9-12
Length of Course: One semester
Prerequisite(s): None. Beneficial to all students.
Career Clusters: ▲ ▲ ▲

This new course is a combination of two previously offered courses: Married and Single Life and Education for Parenthood. This course will examine options in adult relationships including single living and marriage. We will...
FAMILY AND CONSUMER SCIENCE
Graduation Requirements: None

learn techniques to create healthy relationships within a family. It will also focus on the responsibilities, satisfactions, and stresses of parenthood. Many types of relationship and parenting situations are examined. Special attention is given to the importance of readiness for relationships and parenthood. This course will include simulations such as a marriage experience, wearing the empathy bellies, and RealCare babies. This course will be helpful to all young adults as they prepare to go out on their own.

FOUNDATIONS OF EARLY CHILDHOOD  FCV311
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Successful completion of Child Development. May be taken concurrently with Child Development but is not recommended. Recommended for any student interested in child care, teaching, or the medical profession.

Career Clusters: ▲ ▲ ▲

The need for qualified childcare workers continues to increase. This course focuses on the knowledge and skills needed by an assistant child care teacher in a day care but would also be excellent preparation for a nanny or family childcare setting. With supervision, students will run a four-week play school for children ages 3-5. This course will meet the requirement for the first forty-hour course in childcare programs and offers dual credit at MPTC.
MATHEMATICS

Graduation Requirements: Students must have 3 credits of mathematics to graduate.

It is strongly recommended that University-Bound students take Algebra 1, Geometry, Algebra 2, and Trigonometry/Pre-Calculus or AP Statistics, depending on their major. Accelerated students should also take AP Calculus.

Note: Most 4-year colleges and universities require the completion of Algebra 2 A & B OR Transition to College Math 1 & 2 for admission.

TRADITIONAL PATHWAYS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PATH 1</th>
<th>PATH 2</th>
<th>PATH 3 (invitation only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>MT120-121 Algebra 1</td>
<td>MT120-121 Algebra 1</td>
<td>MT110-111 Algebra Concepts</td>
</tr>
<tr>
<td>Sophomore</td>
<td>MT220-221 Geometry</td>
<td>MT220-221 Geometry</td>
<td>MT210-211 Algebra/Geometry Concepts</td>
</tr>
<tr>
<td>Junior</td>
<td>MT320-321 Algebra 2</td>
<td>MT330-331 Transition to College Math 1</td>
<td>MT310-311 Geometry Concepts</td>
</tr>
<tr>
<td>Senior</td>
<td>MT420-421 Trigonometry/Pre-Calculus OR MT532-533 AP Statistics</td>
<td>MT342-343 Transition to College Math 2</td>
<td>MT330-331 Transition to College Math 1 or MT320-321 Algebra 2</td>
</tr>
</tbody>
</table>
MATHEMATICS
Graduation Requirements: 3 credits

ALGEBRA CONCEPTS  MT110-111
Credits: 0.5 per semester
Recommended Grade Level: 9
Length of Course: Full year
Prerequisite(s): Cannot be taken after successful completion of Algebra 1. Further requirements are to take one full year of Algebra/Geometry Concepts and another full year of Geometry Concepts in order to meet basic Wisconsin State Standard requirements and RHS diploma requirements. (A fourth year of mathematics is required for admittance to many colleges and technical schools.)

Career Clusters: Foundational coursework

Algebra Concepts covers two-thirds of the regular Algebra curriculum. The concepts of Algebra are presented at a slower pace of study and covers the same major topics as in Algebra 1.

ALGEBRA 1  MT120-121
Credits: 0.5 per semester
Recommended Grade Level: 9
Length of Course: Full year
Prerequisite(s): Algebra is an entrance requirement for almost all colleges and vocational schools. Recommendation of 8th grade math teacher.

Career Clusters: Foundational coursework

Emphasis in this course is placed upon the structure and properties of the real number system, solving and graphing linear and quadratic equations and inequalities, multiplying and factoring polynomials, developing the function concept, and applying Algebra to practical problems.

ALGEBRA/GEOMETRY CONCEPTS  MT210-211
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra Concepts or transferring from Algebra.

Career Clusters: Foundational coursework

Semester one completes the study of Algebra, which began with Algebra Concepts. Semester two begins the study of Geometry with the first semester of the three semester Geometry Concepts sequence. Students will be introduced to the basic definitions, postulates, and theorems used in Geometry. They will then apply them to solve geometric problems and develop proofs.

GEOMETRY  MT220-221
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: Full year
Prerequisite(s): Algebra 1. This course is strongly recommended for all college bound students. (Most colleges require at least geometry for entrance.)

Career Clusters: Foundational coursework

Geometry is the study of logical reasoning and shapes. The course will cover all the geometric shapes in a plane as well as those contained in space. Students will progress through the course starting with undefined terms and progressing to the fundamental theorems of Geometry. Many different proofs will be demonstrated to students. Students will help develop the formulas for areas and volumes of the common geometric figures.

GEOMETRY CONCEPTS  MT310-311
Credits: 0.5 per semester
Recommended Grade Level: 11
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra/Geometry Concepts or successful completion of first semester Geometry.

Career Clusters: Foundational coursework

Geometry Concepts is the completion of a three semester course designed to give students who need more background or help at a slower pace. Students completing this program will cover the same topics as in the one-year Geometry course, but at a slower rate with additional practice. It is recommended that an enrolling student take both semesters of the course.

ALGEBRA 2  MT320-321
Credits: 0.5 per semester
Recommended Grade Level: 10-11
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra 1 and Geometry or the 3 year Algebra/Geometry Concepts sequence.

Career Clusters: Foundational coursework

This course’s goal is to provide students with a clear understanding of fundamental algebraic properties and
techniques to provide a solid foundation for subsequent courses in mathematics and other disciplines. Algebraic concepts introduced in first year algebra are reviewed and expanded on. The structure of algebra and computational skills are developed through the study of families of functions, including polynomial and trigonometric functions.

Students are required to solve equations and inequalities over the real and complex number systems with special emphasis placed on the ability to relate algebraic concepts geometrically through the use of transformations. Areas of study include linear and quadratic equations, matrices, conic sections, radicals, exponents, and trigonometry. This course meets many colleges advanced math admission requirement.

TRANSITION TO COLLEGE MATH 1 MT330-331
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra 1 and Geometry or successful completion of Algebra Concepts, Algebra/Geometry Concepts, and Geometry Concepts.
Career Clusters: Foundational coursework

This course's goal is to provide students with a clear understanding of fundamental algebraic properties and techniques to provide a solid foundation for subsequent courses in mathematics and other disciplines. Algebraic concepts introduced in first year algebra are reviewed and expanded on. The structure of algebra and computational skills are developed through the study of families of functions, including quadratic and polynomial functions. The students are required to solve equations and inequalities over the real and complex number systems with special emphasis placed on the ability to relate algebraic concepts geometrically through the use of transformations. Areas of study include equations and inequalities over the real and complex number systems with special emphasis placed on the ability to relate algebraic concepts geometrically through the use of transformations. Areas of study include linear and quadratic equations, matrices, conic sections, radicals, exponents, and trigonometry. This course meets many colleges advanced math admission requirement.

TRIGONOMETRY/PRE-CALCULUS MT420-421
Credits: 0.5 per semester
Recommended Grade Level: 12
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra 2 Career Clusters: ▲▲▲▲▲▲▲▲

This course is recommended to all students who plan to attend college in any field related to mathematics or science. The course will review the algebra of functions, trigonometry, exponential and logarithmic functions, and their applications. Also covered will be vectors, sequences and series, polar coordinates and complex numbers and limits.

AP CALCULUS (WEIGHTED) MT530-531
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Successful completion of Trigonometry/Pre-Calculus with a B or better grade.
Career Clusters: ▲▲▲▲▲

This course is the first of a three-semester sequence of Calculus. In this course students will deal specifically with the key ideas of calculus- function, limit, derivative, and integral- which will be learned from four different perspectives; numerical, graphical, analytical, and...
interpretive. Students are required to purchase a graphing calculator (TI-84 or TI-83. A TI-89 is NOT allowed) to assist them in their problem solving and modeling. Students enrolling in the course need to possess a strong mathematical background and be both active and independent learners.

**AP STATISTICS (WEIGHTED) MT532-533**

Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Successful completion of Algebra 2
Career Clusters: ▲▲▲▲

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

Students are exposed to four broad conceptual themes:
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. Students are required to purchase a graphing calculator to assist them in their problem solving and modeling. Students enrolling in the course need to possess a strong mathematical background and be both active and independent learners.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Hour: MSF118-119 or 6th Hr: MSF120-121 Concert Band</td>
<td>Middle School Band participation. Beginners admitted through audition</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MSF122-123 Jazz Ensemble</td>
<td>Enrolled in Concert Band</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MSF124-125 Jazz Ensemble AO (Audition Only)</td>
<td>Admittance by audition only and enrolled in Concert Band</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MSF206-207 Prima Voce</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MSF208-209 Bella Voce</td>
<td>None</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MSF210-211 Nova Contra</td>
<td>Satisfactory completion of one year (or two semesters) of HS Choir and instructor consent.</td>
<td>E</td>
<td>E</td>
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<td>E</td>
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<tr>
<td>MSF212-213 Cantabile AO</td>
<td>Admittance by audition only</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<tr>
<td>MSF520-521 AP Music Theory</td>
<td>Junior or Senior status</td>
<td>E</td>
<td>E</td>
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<td>E</td>
</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

E= elective credit course
CONCERT BAND
MSF120-121
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Admittance by audition
Career Clusters: ▲

Concert Band rehearses on a daily basis. Each student is required to attend weekly individual or small group lessons.
Students develop their musical skills (i.e., sight-reading, improvisation, composition, music theory, music history, and music styles) through their preparation of music in varying styles and genres. During the course, the musicians engage in activities which allow them to learn teamwork, creativity, communication, time-management, multi-cultural awareness, and cooperation. Members of the band are required to perform in three concerts; Graduation, the Memorial Day program, District Solo/Ensemble Festival, and Large Group during the school year. The band members also perform at sporting events, parades, community functions (such as “Dickens of a Christmas”), and out-of-town events. Students are encouraged to participate in the ECC Honors Band, the Wisconsin State Honors Band, Orchestra, Jazz Ensemble Projects, the St. Norbert Honors Wind Ensemble, the Oshkosh Youth Symphony, Ripon College Orchestra, and Ripon College Wind Ensemble. Performance tours with the Nova Contra are scheduled every other year to different venues.

JAZZ ENSEMBLE
MSF122-123
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Enrolled in Concert Band
Career Clusters: ▲

Jazz Ensemble rehearses on a daily basis. Students develop their musical skills (i.e., sight-reading, improvising, composition, music theory, music history, and music styles) through their preparation of music in varying styles and genres of jazz music. During the course, the musicians engage in activities which allow them to learn teamwork, creativity, communication, time-management, multi-cultural awareness, and cooperation. All members are required to perform at community functions (such as “Dickens of a Christmas”) and out-of-town events. Students are encouraged to participate in Wisconsin Honors Groups. Members of the Jazz Ensemble perform in concerts, and State District Solo/Ensemble Festival. There are two jazz ensembles. Students must be enrolled in Concert Band.

JAZZ ENSEMBLE AO
MSF124-125
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Admittance by audition
Career Clusters: ▲

Audition-only Jazz Ensemble is uniquely tailored to give students with previous jazz experience a course which increases the level of difficulty as well as an in-depth study of the different genres of jazz.

Jazz Ensemble rehearses on a daily basis. Students develop their musical skills (i.e., sight-reading, improvising, composition, music theory, music history, and music styles) through their preparations of music in varying styles and genres of jazz music. During the course, the musicians engage in activities which allow them to learn teamwork, creativity, communication, time-management, multi-cultural awareness, and cooperation. All members are required to perform at community functions (such as “Dickens of a Christmas”) and out-of-town events. Students are encouraged to participate in Wisconsin Honors Groups. Members of the Jazz Ensemble perform in concerts, and State District Solo & Ensemble Festival. Students must be enrolled in Concert Band.

PRIMA VOCE
MSF206-207
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

Mens’ choir focusing on the development of vocal technique, music reading skills, and performance skills.

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲

BELLA VOCE
MSF208-209
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲
**Bella Voce** focuses on the development of vocal technique, music reading skills, and performance skills.

**NOVA CONTRA**

**MSF210-211**

- **Credits:** 0.5 per semester
- **Recommended Grade Level:** 10-12
- **Length of Course:** Full year
- **Prerequisite(s):** Satisfactory completion of one year (or two semesters) of Chamber Choir and Instructor Consent.

Career Clusters: ▲

Nova Contra is a more advanced, performance-oriented group that performs at all formal vocal music concerts as well as Baccalaureate, Graduation, and large group concert festival. Students refine and further develop an understanding of performance techniques, music theory, music history, and will study challenging music literature. Members are required to participate in WSMA Solo and Ensemble Festival. Each student is required to attend weekly individual or small group lessons. Students in this choir may also enroll in Prima or Bella Voce.

**CANTABILE AO**

**MSF212-213**

- **Credits:** 0.5 per semester
- **Recommended Grade Level:** 10-12
- **Length of Course:** Full year
- **Prerequisite(s):** Admittance by audition only

Career Clusters: ▲

Cantabile is uniquely tailored to give male and female vocalists with previous choral experience a course which increases the level of difficulty as well as an in-depth study of the different genres of vocal music. Participation in WSMA Solo and Ensemble festival is required. Participation in all concerts is required.

**AP MUSIC THEORY (WEIGHTED)**

**MSF520-521**

- **Credits:** 0.5 per semester
- **Recommended Grade Level:** 11-12
- **Length of Course:** Full year
- **Prerequisite(s):** Junior or senior status.

Career Clusters: ▲

Must be able to read music notation and have a working knowledge of basic music theory concepts. AP Music Theory is a college-level course in which students will:

- Develop an understanding of musical score, develop the ability to communicate musical ideas on paper, notate symbols, align concepts, transpose, and write musical phrases.
- Understand the vocabulary and grammar of music. Increase their musical writing and listening skills.
- Develop a critical mind to make decisions about musical taste and music subtleties implied from the score.
- Compose, arrange and analyze 4-voice part-writing based on Bach and progressing onward through the Classical, Romantic and 20th century periods. Develop their musical ear and sight-singing ability through extensive drills. Students are required to purchase their music theory textbook/workbook for this course.

**ADAPTIVE MUSIC**

- **Credits:** 0.5 per semester
- **Recommended Grade Level:** 9-12
- **Length of Course:** Full year
- **Prerequisite(s):** By invitation only

Career Clusters: ▲

Adaptive Music is uniquely tailored to the needs of the students who have difficulty learning in the traditional classroom due to varying needs or disabilities.
# PHYSICAL EDUCATION

1.5 CREDITS (THREE SEPARATE YEARS) OF PHYSICAL EDUCATION COURSEWORK ARE NECESSARY TO MEET GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PREREQUISITE(S)</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE110 <strong>PE 9 Prsnl Fitness/Hlthy Lifestyle</strong></td>
<td>None</td>
<td>R</td>
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<tr>
<td>PE120 <strong>Health</strong></td>
<td>None</td>
<td>R</td>
<td></td>
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<tr>
<td>PE310 <strong>Individual Activities</strong></td>
<td>PE 9</td>
<td>E</td>
<td>E</td>
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<tr>
<td>PE311 <strong>Intense Team Activities</strong></td>
<td>PE 9 and PE 321: Competitive Team Activities</td>
<td>E</td>
<td>E</td>
<td>E</td>
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</tr>
<tr>
<td>PE320 <strong>Lifetime/Recreational Activities</strong></td>
<td>PE 9</td>
<td>E</td>
<td>E</td>
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<tr>
<td>PE321 <strong>Competitive Team Activities</strong></td>
<td>PE 9</td>
<td>E</td>
<td>E</td>
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<tr>
<td>PE330 <strong>Body Shop A</strong></td>
<td>PE 9</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<td>(first semester)</td>
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<tr>
<td>PE331 <strong>Body Shop B</strong></td>
<td>PE 9</td>
<td>E</td>
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<tr>
<td>(second semester)</td>
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<tr>
<td>PE250 <strong>Fitness Fundamentals 1 (online)</strong></td>
<td>PE 9</td>
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<tr>
<td>PE251 <strong>Fitness Fundamentals 2 (online)</strong></td>
<td>PE 9</td>
<td>E</td>
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<tr>
<td>PE345 <strong>Outdoor Adventures</strong></td>
<td>PE 9</td>
<td>E</td>
<td>E</td>
<td>E</td>
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</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

R = required course credits
PHYSICAL EDUCATION
Graduation Requirements: 1.5 credits

PE 9 PRSNL FITNESS/HLTHY LIFESTYLE PE110
Credits: 0.5
Recommended Grade Level: 9
Length of Course: One semester
Prerequisite(s): None
Career Clusters: Foundational coursework

Students will acquire the knowledge, skills and behaviors to promote a lifetime commitment to health and fitness. They will be exposed to the concepts of fitness and be encouraged to choose a lifestyle of physical activity and health choices. All students will have the opportunity to evaluate their current level of fitness in a variety of assessment activities, develop and implement a personal fitness program, and participate in lifetime/recreational fitness activities.

HEALTH PE120
Credits: 0.5
Recommended Grade Level: 9
Length of Course: One semester
Prerequisite(s): None
Career Clusters: Foundational coursework

This Comprehensive Health Course is designed to provide continued methods of developing knowledge, concepts, skills, behaviors and attitudes related to a student’s health and well-being and to assist students in understanding that personal health is a lifelong commitment. Students are provided with opportunities to explore the effects of health behaviors on an individual’s quality of life and help them make critical, lifelong decisions. This course includes the following content areas: Nutrition, Personal Health, Mental and Emotional Health, Consumer Health, Substance Use and Abuse, Family Life (Human Growth and Development), Prevention and Control of Disease, Injury Prevention (First Aid/CPR Training) and Safety and Environmental Health.

FITNESS FUNDAMENTALS 1 (ONLINE) PE250
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): PE 9 (Personal Fitness-Healthy Lifestyles)
Career Clusters: ▲ ▲

Fitness Fundamentals 1 course will assist individual to form a healthy habit of movement through regular exercise/physical activity to help their physical, mental/emotional, and social health to find a balance within their life. Individuals will assess their current level of fitness in relation to the five components of physical fitness and learn strategies to begin, design, and maintain a personalized fitness program performing activities/sports they enjoy to keep them fit for life. This course is offered through a supervised online approach.

FITNESS FUNDAMENTALS 2 (ONLINE) PE251
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): PE 9 (Personal Fitness-Healthy Lifestyles)
Career Clusters: ▲ ▲

Fitness Fundamentals 2 course will guide individuals in continuing healthy habits of movement through regular exercise/physical activity. This course has an emphasis on muscle anatomy and a variety of principles and programming for flexibility, strength training, cardiovascular, kinesiology and resistance training. Individuals will design and maintain a personalized fitness program. This course is offered through a supervised online approach.

INDIVIDUAL ACTIVITIES PE310
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): PE 9 (Personal Fitness-Healthy Lifestyles) and PE 10 (Individual Activities or Team Activities)
Career Clusters: ▲ ▲

Course activities include: racketball/paddle activities (badminton, tennis, pickleball, table tennis), fitness lab (cardio, core, strength, endurance training), disc golf, bowling (skill, class competition, all at RHS) and tri fit testing. (Badminton, Pickle Ball, Tennis) Biking.
### PHYSICAL EDUCATION

**Graduation Requirements:** 1.5 credits

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Recommended Grade Level: 10-12</th>
<th>Length of Course: One semester</th>
<th>Prerequisite(s): PE 9 (Personal Fitness-Healthy Lifestyles) and PE 10 (Individual Activities or Team Activities)</th>
<th>Career Clusters: ▲ ▲</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTENSE TEAM ACTIVITIES</strong> PE311</td>
<td>0.5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>LIFETIME/RECREATIONAL ACTIVITIES</strong> PE320</td>
<td>0.5</td>
<td></td>
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<tr>
<td><strong>COMPETITIVE TEAM ACTIVITIES</strong> PE321</td>
<td>0.5</td>
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<tr>
<td><strong>PE BODY SHOP</strong> PE330-331</td>
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<tr>
<td><strong>OUTDOOR ADVENTURES</strong> PE345</td>
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</tbody>
</table>

This course is designed for the highly skilled and competitive individual interested in taking sports, games and activities to an intense level. Students need to have taken Competitive Team and/or Competitive Individual Activities before Intense Sport Activities. The course activities include: individual/team sport activities (beyond play), tournament play, challenges, strategies, advanced skill development, officiating and tri fit testing.

Course activities include: outdoor fitness activities (biking, cross country skiing), indoor activities (table tennis, inline skating), outdoor rec games (soccer, frisbee, ultimate Frisbee), leisure activities (softball, volleyball, ultimate Frisbee, golf) and tri fit testing.

Course activities include: outdoor sports (softball, soccer, speedball, flag football), indoor sports (floor hockey, tchoukball, volleyball), water rec games (water polo, basketball, volleyball, softball) and tri fit testing.

Course activities include: outdoor fitness activities (biking, cross country skiing), indoor activities (table tennis, inline skating), outdoor rec games (soccer, frisbee, ultimate Frisbee), leisure activities (softball, volleyball, ultimate Frisbee, golf) and tri fit testing.

Course activities include: You must follow a specific Volt workout program on a daily basis in the fitness lab. You will also create personal fitness goals to monitor and adjust throughout the semester. Tract #1: Volt – Specific Training Program. Tract #2: Volt – PE Training Program. This course may be repeated.

This course is designed for the outdoor enthusiast and will expose students to a variety of outdoor recreational activities. The majority of units will be held outside (winter/spring). A fishing license and a small fee for fish bait and materials will be required. Course activities include: fishing, archery, cross-country skiing, inline skating, biking, open water fishing, and geo caching/orienteering. This course is limited to 20 students. The 15 day Archery Unit that is taught within the semester of Outdoor Adventures, is being offered as a one-credit course in Physical Education through the University of Wisconsin Oshkosh CAPP program. Students must meet CAPP requirements to be eligible for the college credit.
Graduation Requirements: All students must complete a minimum of 3 science credits.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>SC308-309 Biology 1 and 2</td>
</tr>
<tr>
<td>Sophomore</td>
<td>SC310-311 PLTW Principles of Engineering (POE)</td>
</tr>
<tr>
<td>Junior</td>
<td>Science course of your choice</td>
</tr>
</tbody>
</table>

**SCIENCE CREDIT OPTIONS**

<table>
<thead>
<tr>
<th>SCIENCE DEPARTMENT COURSE</th>
<th>PREREQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC310-311 PLTW Principles of Engineering (POE)</td>
<td>Bio 1 and 2</td>
</tr>
<tr>
<td>SC312 Anatomy and Physiology A</td>
<td>Bio 1 and 2</td>
</tr>
<tr>
<td>SC313 Anatomy and Physiology B</td>
<td>Bio 1 and 2</td>
</tr>
<tr>
<td>SC316 Genetics and Human Inheritance</td>
<td>Bio 1 and 2 and POE</td>
</tr>
<tr>
<td>SC320-321 Chemistry</td>
<td>Bio 1 and 2 and POE</td>
</tr>
<tr>
<td>SC322-323 Physics</td>
<td>Geometry</td>
</tr>
<tr>
<td>SC344 CAPP Astronomy-The Solar System</td>
<td>Geometry</td>
</tr>
<tr>
<td>SC345 Astronomy 104-CAPP Stars &amp; Galaxies (Weighted)</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>SC492 Ind Research in Biology Sciences</td>
<td>None</td>
</tr>
<tr>
<td>SC520-521 AP Chemistry (Weighted)</td>
<td>Algebra 2, or concurrent enrollment</td>
</tr>
<tr>
<td>SC524-525 AP Physics 107-CAPP (Weighted)</td>
<td>Trig./Pre-Calc, or concurrent enrollment</td>
</tr>
<tr>
<td>SC530 Biology 105-CAPP (Weighted)</td>
<td>Bio 1 and 2, Chemistry, meeting of CAPP criteria</td>
</tr>
<tr>
<td>SC531 Research Biology</td>
<td>Bio 1 and 2, Chemistry, perhaps Bio 105</td>
</tr>
<tr>
<td>SC532-533 Biology 104-CAPP (Weighted)</td>
<td>Bio 1 and 2, meeting of CAPP criteria</td>
</tr>
</tbody>
</table>

**AGRISCIENCE DEPARTMENT COURSE**

<table>
<thead>
<tr>
<th>AGRISCIENCE DEPARTMENT COURSE</th>
<th>PREREQUISITE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS111 Advanced Animal Science ES</td>
<td>Intro to Animal Science and 2 credits of science</td>
</tr>
<tr>
<td>AGS113 Crops &amp; Soils ES</td>
<td>Intro to Agriculture</td>
</tr>
<tr>
<td>AGS216 Natural Resource Management ES</td>
<td>Intro to Agriculture</td>
</tr>
<tr>
<td>AGS218 Wildlife Conservation 1 ES</td>
<td>Intro to Agriculture and 2 credits of science</td>
</tr>
<tr>
<td>AGS219 Wildlife Conservation 2 ES</td>
<td>Wildlife Conservation 1 ES</td>
</tr>
<tr>
<td>AGS311 Veterinary Science ES</td>
<td>Intro to Animal Science and Advanced Animal Science</td>
</tr>
</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.
SCIENCE
Graduation Requirements: 3 credits

BIOLOGY 1 AND 2  SC308-309
Credits: 0.5 per semester
Recommended Grade Level: 9
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲

This two semester course is required in order to continue in the other sciences. It is one of the three years of science required to graduate. It is the prerequisite for classes such as Genetics, Zoology, Anatomy & Physiology. This class covers the aspects of cells, cell processing, genetics, evolution of cells, development and evolution of organisms such as protists, algae, fungi, plants, and animals. There will also be discussion on the ecosystem and human impacts on it and its organisms. First semester deals with the cellular area while second semester deals with the organisms and ecology. You need a C or better to take electives as a junior or senior.

PLTW PRINCIPLES OF ENGINEERING (POE)  SC310-311
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: Full year
Prerequisite(s): Successful completion of freshmen science
Career Clusters: ▲ ▲ ▲ ▲

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

ANATOMY AND PHYSIOLOGY A  SC312
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Successful completion of Bio 1 and 2
Career Clusters: ▲ ▲ ▲ ▲

This class includes labs, discussions, and activities that provide students with an opportunity to observe various anatomical parts and to investigate certain physiological phenomena. Such experiences should help students relate specimens, models, and slides to their own bodies. This section of anatomy will cover the following systems of the human body: Reproductive, Endocrine, Digestive, Cardiovascular, Respiratory, and Urinary along with embryology (fetal development). This may count as part of the third science credit. Any student interested in the medical or nutrition field should highly consider taking this course.

ANATOMY AND PHYSIOLOGY B  SC313
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester (offered second semester)
Prerequisite(s): Successful completion of Bio 1 and 2
Career Clusters: ▲ ▲ ▲ ▲

This class includes labs, discussions, and activities that provide students with an opportunity to observe various anatomical parts and to investigate certain physiological phenomena. Such experiences should help students relate specimens, models, and slides to their own bodies. This section of anatomy will cover the following systems of the human body: Reproductive, Endocrine, Digestive, Cardiovascular, Respiratory, and Urinary along with embryology (fetal development). This may count as part of the third science credit. Any student interested in the medical or nutrition field should highly consider taking this course.

GENETICS AND HUMAN INHERITANCE  SC316
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Successful completion with a C or better in Bio 1 and 2 and POE
Career Clusters: ▲ ▲ ▲ ▲

Students taking genetics will learn about the processes of gene inheritance and molecular biology, the role of proteins, genetic disorders, dominance patterns, and biotechnology and modern genetic research. This class is based on reading assignments, video materials, lecture, and laboratory (either with flies or simulations). Students need to meet the prerequisites since some areas are difficult. This may count as part of the third science credit. Exceptional students may be encouraged to continue with independent studies in genetics.

CHEMISTRY  SC320-321
Credits: 0.5 per semester
Recommended Grade Level: 11-12 (10 with approval)
Length of Course: Full year

▲ Agriculture, Food & Natural Resources  ▲ Hospitality & Tourism
▲ Architecture & Construction  ▲ Human Services
▲ Arts, A/V Technology & Communications  ▲ Information Technology
▲ Business Management & Administration  ▲ Law, Public Safety, Corrections & Security
▲ Education & Training  ▲ Manufacturing
▲ Finance  ▲ Marketing
▲ Government & Public Administration  ▲ Science, Technology, Engineering & Mathematics
▲ Health Science  ▲ Transportation, Distribution & Logistics
Prerequisite(s): To go from Biology to Chemistry (skipping POE) students need an A or better in both Biology and Geometry
Career Clusters: Foundational coursework

Chemistry deals with the structure of the atom, principles of chemical reaction, chemical bonding, and application of chemical principles to explain chemical phenomena. Many of these concepts will be related to energy and mathematical calculations will be to model energy changes during the process. Lab skills will be an emphasis and the course is designed to prepare you for your next step within science. Topics include: atomic energy, structures of the atom, periodic law and table, chemical reactions, acids and bases, oxidation and reduction, phase changes, gas laws, and more.

PHYSICS SC322-323
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Successful completion with a B or better in Geometry.
Career Clusters: Foundational coursework

Physics is the study of the interactions between matter and energy. This course approaches physics through both conceptual and mathematical avenues. Topics that will be covered include kinematics, forces, projectile motion, circular motion, momentum, energy, and engineering practices. If time permits at the end of the year the course may cover circular motion or simple harmonic motion.

CAPP ASTRONOMY-THE SOLAR SYSTEM SC344
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Successful completion of Geometry
Career Clusters: ▲

This course is an introductory course to topics in astronomy and astrophysics. We will be covering topics that helped humans discover our place in the universe such as what are planets, stars, and galaxies. Other topics will be what are the requirements for life on other planets based off of our current understanding of the universe, retrograde motion, and how the history of astronomy has influenced our modern lives. There may be evening classes throughout the year so we can observe the moon and stars.

ASTRONOMY 104-CAPP STARS & GALAXIES (W) SC345
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester (offered second semester)
Prerequisite(s): Alg. 2. CAPP dual credit enrollment requires mtg UWO’s CAPP enrollment requirements.
Career Clusters: ▲

In this course we will cover topics not covered in the AP Physics course. We will be discussing topics that made Albert Einstein famous, such E=mc squared, the theory of special/general relativity, the photoelectric effect, Kepler’s laws of planetary motion, astronomical spectrometer of stars, the Doppler effect, and the principals of nuclear reactions (in stars and in man-made reactors). If time permits, we will do an engineering-like project.

IND RESEARCH IN BIOLOGY SCIENCES SC492
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲

In some cases there are students that desire to go beyond the classroom and explore science from a different approach. Independent Research in Biology allows qualified students to accomplish this task. This class is offered dependent upon the availability of the instructor. The class is designed by both the student and the instructor and is usually based on a project of interest on the students end. Some of the past classes have studied fish populations in a northern Wisconsin lake, botany, genetics, compact learning, and ecosystem analysis in streams or lakes. The student has flexibility in this class an may use his/her time as they wish, however, there are benchmarks along that way that need to be met before the student can go on to the next portion of the project. For example, the student may not begin doing lab analysis if they have not completed the abstract and literature search.
SCIENCE
Graduation Requirements: 3 credits

AP CHEMISTRY (WEIGHTED)  SC520-521
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Completion of or currently enrolled in Algebra 2.
Career Clusters: ▲▲▲
This independent chemistry course will complete topics of acid-base chemistry, electrochemistry, and organic chemistry not covered in the first-year course. Materials from first year chemistry will then be repeated and covered in more detail using a first-year college level chemistry text. Students will have lab experiences to compliment class work. The intent of the class is to prepare for the AP Chemistry test. The course work is rigorous and will require time beyond class to adequately prepare for the AP Chemistry test.

AP PHYSICS 107-CAPP (WEIGHTED)  SC520-521
Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: Full year
Prerequisite(s): Completion of or currently enrolled in Trig/Pre-Calc. CAPP dual credit enrollment requires meeting UW Oshkosh’s CAPP enrollment requirements.
Career Clusters: ▲▲▲
Physics 107-CAPP is a course that is designed to help students understand the interactions between energy and matter. This course is very fast paced, and is intended to be taught at a college level. Students will learn laboratory techniques, how to analyze graphical data, and apply mathematics to specific situations in the physical world. The topics covered in this course will be very similar to the topics covered in regular physics, but will also learn about torque, momentum, sound, simple harmonic motion, electric fields, and the basic electric circuit. Students are encouraged to take regular physics prior to AP physics 107, as the questions in AP Physics 107 will be more difficult in nature than regular physics.

RESEARCH BIOLOGY  SC531
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester (first semester)
Prerequisite(s): Bio 1 and 2 and Chemistry. CAPP dual credit enrollment requires meeting UW Oshkosh’s CAPP enrollment requirements.
Career Clusters: ▲▲▲
This is the college biology course through UW-Oshkosh taught at Ripon High School. This is the same class as that taken by non-majors at UW-O. Students register for the class just as they would of any college course. There are pre-requisites set forth by the college and they include GPA, class rank, ACT score, or consent of instructor. Please read application materials carefully when provided by the instructor. Again, this is a college class, not high school so please prepare to do college work at a college pace. During the course of the class approximately 16 chapters will be covered. Students earn 4 credits through UW-O upon successful completion of the first semester. Students also earn 0.5 credit at the high school. There is a textbook for the class. There is also a lab fee.

BIOLOGY 105-CAPP (WEIGHTED)  SC530
Credits: 0.5
Recommended Grade Level: 11-12

BIO 104 ECOSYSTEM IN CRISIS-CAPP (W)  SC532-533
Credits: 0.5 per semester
Recommended Grade Level: 11-12

CAREER CLUSTERS
▲ Agriculture, Food & Natural Resources ▲ Architecture & Construction
▲ Arts, A/V Technology & Communications ▲ Business Management & Administration
▲ Education & Training ▲ Finance
▲ Government & Public Administration ▲ Health Science ▲ Agriculture, Food & Natural Resources
▲ Hospitality & Tourism ▲ Human Services
▲ Information Technology ▲ Law, Public Safety, Corrections & Security
▲ Manufacturing ▲ Marketing
▲ Science, Technology, Engineering & Mathematics ▲ Transportation, Distribution & Logistics
▲ Hospitality & Tourism
SCIENCE
Graduation Requirements: 3 credits

Length of Course: Full year
Prerequisite(s): Successful completion of Biology. CAPP enrollment has other prerequisites through UW-Oshkosh. Top 25% of class-GPA of 3.25 or ACT of 24 & Top 50%-ACT of 24 & GPA of 2.75
Career Clusters: ▲▲

Bio 104 Ecosystem in Crisis explores Earth’s natural systems, as well as how human activity affects the environment. Students will apply the scientific method to investigate ecological principals, natural flows of matter, water and energy in terrestrial, aquatic, and atmospheric systems, and how humans impact these natural flows and systems. This course will provide students with hands-on laboratory experiences and special assignments to demonstrate the principles, processes, techniques, and technologies of natural environmental systems and solutions.

INTEGRATED SCIENCE SC300-301

Credits: 0.5 per semester
Recommended Grade Level: 11
Length of Course: Full year
Prerequisite(s): Teacher recommendation only
Career Clusters:

Integrated Science is a course designed to develop skills and prepare student to transition into Chemistry, Physics, or Anatomy and Physiology their senior year. Semesters will be split into physical science in 1st semester and life and Earth science 2nd semester. This course is designed specifically for students who need further development in physical, life and Earth sciences to prepare them for Chemistry, Physics, Anatomy or Physiology their senior year.

*See Agriscience Department on page 19 for more course options that will count toward science credit on transcripts.
# SOCIAL STUDIES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Graduation Requirements:</strong> All students must complete a minimum of 3 social studies credits.</td>
</tr>
<tr>
<td>Freshman</td>
<td>SS110 Global Studies</td>
</tr>
<tr>
<td>Sophomore</td>
<td>SS210-211 World History or SS310-311 AP World History</td>
</tr>
<tr>
<td>Junior</td>
<td>SS310-311 U.S. History or SS5225-523 AP U.S. History</td>
</tr>
<tr>
<td>Senior</td>
<td>SS410 American Policies/Politics</td>
</tr>
</tbody>
</table>

## ELECTIVES

- SS323 Women's Studies
- SS324 History Reading Workshop
- SS413 Economics*
- SS526-527 AP Psychology (Weighted)
- SS528-529 AP Economics (Weighted)*

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

*This course would fulfill the financial literacy requirement for graduation. Another option is Personal Finance.
GLOBAL STUDIES SS110
Credits: 0.5
Recommended Grade Level: 9
Length of Course: One semester
Prerequisite(s): None, required.
Programs of Study: ▲▲▲▲▲

This course provides an understanding of what is happening in the Asian and African world. The course is designed to help students understand how the political, physical and cultural geography of Asia and Africa have affected the history of their people. The course further covers the current economic, environmental, and political aspects of the countries that make up Asia and Africa.

WORLD HISTORY SS210-211
Credits: 0.5 per semester
Recommended Grade Level: 10
Length of Course: Full year
Prerequisite(s): None
Programs of Study: ▲▲▲▲▲

This course is the fascinating story of man from his earliest appearance on earth to his life in the 20th century. Emphasis will be placed upon people and the roles they have played and how men have acted and interacted. The course surveys civilization from its earliest beginnings to our modern world. Special emphasis will be placed on areas of the world that are of critical interest and that greatly influence the U.S.A. today.

U.S. HISTORY SS310-311
Credits: 0.5 per semester
Recommended Grade Level: 11
Length of Course: Full year
Prerequisite(s): None
Programs of Study: ▲▲▲▲▲

This course is a survey of American History emphasizing the development and changing nature of society. The course will use a thematic approach which aligns with the America Literature curriculum and covers United States history from reconstruction after the Civil War to the present time.

WOMEN’S STUDIES SS323
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Programs of Study: ▲▲

This class will examine the role and impact of women in US History while critically analyzing contributions and behaviors socially, in politics, education, religion, economics, health and sports. The course will give special attention to the advancement of gender roles, specifically, the modern impact of several women’s movements on the lives of all.

HISTORY READING WORKSHOP SS324
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Programs of Study: ▲▲▲▲▲

This new ½ credit Social Studies course is designed for students who are interested in increasing their reading level and ability through self-paced reading of nonfiction historic literature. Students will be allowed to choose the books they want to read while also being pushed by the teacher to take reading to the next level. The overall emphasis of this class will be on lifelong reading and the historical thinking skills necessary for appreciating historic points of view. These historical thinking skills consist of 1. Chronological reasoning 2. Comparison and contextualization 3. Crafting historical arguments from historical evidence 4. Historical interpretation and synthesis.

AMERICAN POLITICS/POLICIES SS410
Credits: 0.5
Recommended Grade Level: 12
Length of Course: One semester
Prerequisite(s): None
Programs of Study: ▲▲

The course will concentrate on the following areas of study: Underpinnings of American government and the U.S. Constitution, the American political institutions of government, the bureaucracy, parties and interest groups, political beliefs and behaviors, civil rights and civil liberties.

ECONOMICS SS413
Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Programs of Study: ▲▲▲▲▲

This is an elective course dealing with the study of: a discussion of what goods and services will be produced, how they will be produced, and for whom they will be produced. Microeconomics and macroeconomics explained; politics vs. economics. The changing industry
and service structure of America; business organization; government regulation; taxes and transfer payments. Supply and demand; surpluses and shortages; consumer demands; business supply decisions; perfect and imperfect competition; monoplies and regulation. The labor market; government intervention; money and banks; international trade and economics.

**AP WORLD HISTORY (WEIGHTED)**

Credits: 0.5 per semester  
Recommended Grade Level: 10  
Length of Course: Full year  
Prerequisite(s): None  
Programs of Study: Foundational coursework

AP World History has a very simple mission: teach the world’s history. Simple. In reality, the class is about multiple perspectives and historical analysis, not about memorized facts, dates, places, and events. The course description for AP World History tells teachers and students what information is important for the AP Exam and what information is not. With this information, students will piece together global patterns over space and time, compare movements, and assess universal standards. What do these revolutions have in common or are they unique? How are they connected? What universal human needs do they meet? Or do they? If students can think historically, construct an historical argument, and analyze data within an historical viewpoint, they will be most of the way there. The rest of the way is lined with historical jewels-some that need to be taught, some that would be nice to know, and still other gems that are best left to other classes.

**AP U.S. HISTORY (WEIGHTED)**

Credits: 0.5 per semester  
Recommended Grade Level: 11  
Length of Course: Full year  
Prerequisite(s): None  
Programs of Study: ▲▲▲▲▲▲▲

This course is a survey of American history oriented toward preparing students to master the process skills necessary to be successful in completing college-level studies. Students will be expected to read and analyze primary source materials from both a college-level text and from other sources handed out at appropriate times. In this course, students will be responsible for much of the factual knowledge through their own reading and review. The course will prepare students for the AP Examination in U.S. History in May.

**AP PSYCHOLOGY (WEIGHTED)**

Credits: 0.5 per semester  
Recommended Grade Level: 11-12  
Length of Course: Full year  
Prerequisite(s): None  
Programs of Study: ▲▲▲▲▲▲▲

The purpose AP Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods of psychologists use in their science and practice. An introductory college course in psychology is generally one semester, with some variation among colleges. An AP course in psychology need not follow any specific college curriculum. The aim is to provide a learning experience equivalent to that obtained in most college introductory psychology courses.

**AP ECONOMICS (WEIGHTED)**

Credits: 0.5 per semester  
Recommended Grade Level: 11-12  
Length of Course: Full year, every other year  
Prerequisite(s): None  
Programs of Study: ▲▲▲▲▲▲▲▲▲

AP Economics is a rigorous examination of the fundamental principles which govern economic activities at both the level of the individual and firm, and that of the aggregate economy. In addition to preparing a student for the AP exam in micro and macroeconomics, a major emphasis of this course will be on the development of critical thinking skills and the application of economic principles and methodologies in problem solving. The course will incorporate a wide variety of activities including formal instruction in writing, debates, presentations, research projects and problem solving competitions in addition to traditional lectures, exams and homework problems. This course will give students a thorough understanding of the principles of micro and macroeconomics that apply to the functions of individual decision makers, both consumers and producers. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of governments promoting greater efficiency and equity in the economy. The study of national income and price determination, and developing students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economies. Students are expected to take the Advanced Placement Economics Exam.
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<th>SENIOR</th>
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<tr>
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<td><strong>Construction</strong></td>
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<td>TEV120 Intro to Manufacturing/Construction</td>
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<td>TEV223 Home Improvement</td>
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<td>TEV130-131 PLTW Intro to Engineering Design (IED)</td>
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<td>TEV260-261 PLTW Computer Integrated Manufacturing (CIM)</td>
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<td>TEV232 Manufacturing Processes</td>
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<td><strong>Marketing/Graphic Design</strong></td>
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<td>TEV110 Graphic Arts 1</td>
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<td>TEV210 Graphic Arts 2</td>
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<td>TEV310 Media Production</td>
<td>Graphic Arts 2</td>
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<tr>
<td><strong>PLTW Computer Science</strong></td>
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<td>TEV125-126 PLTW Computer Science Essentials (CSE)</td>
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<tr>
<td>TEV290-291 PLTW AP Computer Science Principles (CSP)</td>
<td>PLTW CSE</td>
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<td>PLTW Cybersecurity</td>
<td>PLTW CSP</td>
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<td><strong>Woodworking</strong></td>
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<td>TEV220 Woodworking 1</td>
<td>Intro to Manufacturing/Construction</td>
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<tr>
<td>TEV221 Woodworking 2</td>
<td>Woodworking 1</td>
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<td><strong>Technology Electives</strong></td>
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<td>TEV160 Genius Bar</td>
<td>Basic Technology Skills</td>
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<td>TEV320 Photoshop</td>
<td>None</td>
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</tbody>
</table>

If you are interested in Youth Apprenticeship, Internship, or Welding please contact your instructor for additional information.

E= elective credit course
TECHNOLOGY EDUCATION

Graduation Requirements: None

GRAPHIC ARTS 1
Credits: 0.5
Recommended Grade Level: 9
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲

This first semester course will provide an overview of the Graphic Arts and photography. Activities and areas of discussion will consist of Computer Graphic Design, Digital Photography, InDesign Illustrator, Photoshop, Computer Video Editing.

INTRO TO MANUFACTURING/CONSTRUCTION
Credits: 0.5
Recommended Grade Level: 9
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲

Students will spend their semester exploring both the construction and the manufacturing lab. In the construction lab they will use a variety of woodworking hand, power tools, and CNC router to create wood projects. In the metal manufacturing lab students will gain experiences in welding, foundry, sheet metal and machinery (lathe, milling and CNC machines).

PLTW COMPUTER SCIENCE ESSENTIALS (CSE)
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲

Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials creates a strong foundation to advance to Computer Science Principles.

GRAPHIC ARTS 2
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Graphic Arts/Photography

PLTW INTRO TO ENGINEERING DESIGN (IED)
Credits: 1.0
Recommended Grade Level: 9-12
Length of Course: Full semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲ ▲

Designed for 9th – 12th grade students, the major focus of IEP is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using and engineer’s notebook, and communicate solutions to peers and members of the professional community.

GENIUS BAR
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Basic technology skills
Career Clusters: ▲ ▲ ▲

In this class, students will be responsible for running the high school Genius Bar, as well as working with teachers on technology integration and learning some technical and logistical aspects of a large scale technology implementation. Activities that the Genius Bar students will participate in are:

- Creating a Tech Tips blog that focuses on helpful technology integration and skills for teachers and students
- Managing the logistical aspects of the Genius Bar including device check-in and check-out, repair of devices, and troubleshooting
- Working with teachers on technology integration including innovative ideas, implementation strategies, and embedded support
- Responding to help desk tickets in an efficient and timely manner
- Device rollout and collection at the beginning and end of the year

GRAPHIC ARTS 2
Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Graphic Arts/Photography
Technology Education
Graduation Requirements: None

Career Clusters: ▲ ▲ ▲

Graphic Arts 2 will provide the student with the opportunity to pursue in-depth study, and to perform advanced activities, in several graphics, computer, and photography areas. These areas will include: digital photography, digital photo editing (Photoshop), video production and editing, desktop publishing (In-Design), and computer graphics (Illustrator), video editing, production editing and scanning.

**WOODWORKING 1**

**TEV220**

Credits: 0.5  
Recommended Grade Level: 9-12  
Length of Course: One semester  
Prerequisite(s): Intro to Manufacturing/Construction or scheduled to take in the same year with instructor’s approval

Career Clusters: ▲ ▲ ▲ ▲

Woodworking Manufacturing 1 is a course designed to introduce students to general woodworking practices. Students will expand their knowledge, experience, and skill through various projects, lessons, and other activities which will be beneficial to the student in any aspect within the construction industry. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. Projects are designed to give students experience using various machines and tools, help students find a broader understanding of construction processes, and help students develop a finer attention to detail and in depth problem solving skills.

**WOODWORKING 2**

**TEV221**

Credits: 0.5  
Recommended Grade Level: 10-12  
Length of Course: One semester  
Prerequisite(s): Woodworking Manufacturing 1

Career Clusters: ▲ ▲ ▲ ▲

Woodworking Manufacturing 2 provides students with an introduction to the design and operation of production systems. Emphasis is placed on efficient and appropriate plant layouts, process selection and sequencing, materials handling system design, quality control procedures, production planning and control activities, and product manufacture. The main activity is for students to establish a production system for a product as specified by a set of engineering drawings, bill of materials, and specification sheets.

**BUILDING CONSTRUCTION**

**TEV222**

Credits: 0.5  
Recommended Grade Level: 10-12  
Length of Course: One semester  
Prerequisite(s): Intro to Manufacturing/Construction

Career Clusters: ▲ ▲ ▲ ▲

This course is designed to give students the opportunities to initiate, design, finance, and take part in a small construction company. Emphasis will be placed on residential construction with energy conservation playing a key role. This is a hands-on course with the major activities being the formation of a company to design, construct, and market a small structure.

**HOME IMPROVEMENT**

**TEV223**

Credits: 0.5 per semester  
Recommended Grade Level: 10-12  
Length of Course: One semester  
Prerequisite(s): None

Career Clusters: ▲ ▲ ▲ ▲

This is an introductory course, designed for students that have little or no experience in construction or related repairs. This course is designed to give students the background necessary to alter, repair, and maintain a residential structure. It involves hands-on activities, including experiences in areas such as hand tools, basic constructive techniques, plumbing, electrical, drywall, insulating, concrete and tile work, painting and wall coverings, heating systems, and energy conservation techniques. Throughout this course service related careers will be examined and discussed.

**ENERGY & TRANSPORTATION 1**

**TEV230**

Credits: 0.5  
Recommended Grade Level: 10-12  
Length of Course: One semester  
Prerequisite(s): None

Career Clusters: ▲ ▲ ▲ ▲ ▲

This course provides a broad overview of both our energy sources and systems for controlling power. Areas of study will include transportation, engines, fluid power, and new power systems. In addition, alternate energy sources will be presented along with career exploration.

▲ Agriculture, Food & Natural Resources  
▲ Architecture & Construction  
▲ Arts, A/V Technology & Communications  
▲ Business Management & Administration  
▲ Education & Training  
▲ Finance  
▲ Government & Public Administration  
▲ Health Science  
▲ Hospitality & Tourism  
▲ Human Services  
▲ Information Technology  
▲ Law, Public Safety, Corrections & Security  
▲ Manufacturing  
▲ Marketing  
▲ Science, Technology, Engineering & Mathematics  
▲ Transportation, Distribution & Logistics
This is a one semester course that gives the individual student the chance to obtain additional background in a more concentrated area. It is our recommendation that students choose at least four areas to study or research. For example: If students have a real interest in engines, they may wish to work on internal combustion engines, electricity, mechanical gearing, and engine efficiency. The outline and goals for this course will be worked out on an individual basis with each individual student.

MANUFACTURING PROCESSES

Credits: 0.5
Recommended Grade Level: 10-12
Length of Course: One semester
Prerequisite(s): Intro to Manufacturing and Construction
Career Clusters: ▲ ▲ ▲ ▲ ▲

Provides training to safely operate commonly used machine tools such as lathes, milling machines, and surface grinders while making various hands-on projects. Students learn to use basic measuring equipment such as scales, micrometers, dial calipers, and gage blocks. Students also learn basic machining procedures such as calculating speeds and feeds, determining tap drill sizes, and selecting tooling. Several nontraditional machining processes, sheet metal processes, joining processes, and plastics processes are also explored. Foundry, bench metals, machining, CNC operations, and career exploration. This course is offered with an option for college credit with MPTC.

MANUFACTURING PRODUCTION

Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Manufacturing Processes
Career Clusters: ▲ ▲ ▲ ▲ ▲

This course is designated for Juniors and Seniors who like to create! Manufacturing Production is a hands-on project oriented course where students will fabricate metal products. Students will learn and apply blueprint reading, layout and design, fabrication and welding safety, mass production types, and basic fabrication techniques.

PLTW COMPUTER INTEGRATED MANUFACTURING (CIM)

Credits: 0.5 per semester
Recommended Grade Level: 10-12
Length of Course: Full year
Prerequisite(s): PLTW IED or PLTW POE
Career Clusters: ▲ ▲ ▲ ▲ ▲

Manufacturing transforms ideas into products. Designed as the second course in the PLTW Engineering Pathway, CIM provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models.

PLTW AP COMPUTER SCIENCE PRINCIPLES (CSP) (WEIGHTED)

Credits: 0.5 per semester
Recommended Grade Level: 10-12
Length of Course: Full year
Prerequisite(s): PLTW Computer Science Essentials (CSE) – formerly Intro to Computer Science
Career Clusters: ▲ ▲ ▲ ▲

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

MEDIA PRODUCTION

Credits: 0.5
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): Graphic Arts/Photography or Journalism
Career Clusters: ▲ ▲ ▲ ▲ ▲
Media Production is a course in which students will work as a team to produce media for the individuals in class, the school district or others. Projects may utilize the following technologies: photography, computer graphics (Illustrator), desktop publishing (InDesign), and photo editing (Photoshop). Students will experience a “real world” situation as they design and produce items such as brochures, newsletters, programs, video productions. This class would benefit any student who has an interest in the graphic arts, photography or computer fields. If you have any interest in any of the topics you would enjoy this particular class. This is a lab class, which means our time is spent learning through doing.

PHOTOSHOP

Credits: 0.5 per semester
Recommended Grade Level: 11-12
Length of Course: One semester
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲ ▲ ▲ ▲

Photoshop is a one semester course designed for juniors and seniors. This course introduces basic electronic pixel-based image manipulation. The course uses software tutorial exercises that require Adobe Photoshop software. This course is offered with an option for college credit with MPTC. Upon completion of this class, students will earn three college credits.
# WORLD LANGUAGE

## SPANISH COURSES

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<td>WL110-111</td>
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<td>WL210-211</td>
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<td>WL310-311</td>
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<td>WL410-411</td>
<td>Spanish 4</td>
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<tr>
<td>WL510-511</td>
<td>AP Spanish 5 (Weighted)</td>
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This class is for native Spanish speakers only and it may be repeated.

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.

## GERMAN COURSES

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<th>Course Code</th>
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<td>WL220-221</td>
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<td>German 4</td>
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<tr>
<td>WL520-521</td>
<td>German 5</td>
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</tbody>
</table>

If you are interested in Youth Apprenticeship or Internship, please contact your instructor and/or school counselor for additional information and application.
SPANISH LITERACY FOR HERITAGE STUDENTS WL101-102

Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Familiarity with at least oral Spanish
Career Clusters: applies to some aspects of all Programs

This course is designed for native speakers of Spanish who already have basic conversational skills in the language. If you converse and watch TV in Spanish at home, this could be the class for you. We will focus on three things: building vocabulary through content units chosen by the students; developing reading skills through a free choice reading workshop (with the option of group and whole class selections as the class decides); and developing writing skills through frequent short compositions and targeted grammar instruction as needed. The classroom library contains books aimed at a wide range of skills, from early elementary up through adult. Past content units have included such topics as the history of the US-Mexico border, drug cartels, famous Latin Americans, Mexican history, gang life, analysis of popular song lyrics, the Aztecs, astronomy and South American geography. The goal of the course is to set Heritage students on a path to becoming bilingual professionals. Depending on age and starting skill level, students may take the class for 1-2 years and transition into anything from Spanish 4 or AP Spanish to college classes.

SPANISH 1 - WL101-111

Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: applies to some aspects of all Programs

Spanish 1 is a course designed to create fluency and accuracy for all students. Vocabulary, structures and grammar are learned through Comprehensible Input. The Level I language course is designed to introduce students to the language and the culture of countries where the language is spoken. Students will learn high-frequency words structures through comprehensible input techniques including TPRS (Teaching Proficiency through Reading and Storytelling), as they acquire listening, speaking, reading and writing skills in context through stories and mini-novels that will increase in difficulty. Music, movies (both short and feature length), and other authentic materials are also used as resources in order to create authentic language in class. The majority of the instruction will be in the target language.

SPANISH 2 - WL210-211

Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Successful completion of Spanish 1 or consent of instructor
Career Clusters: applies to some aspects of all Programs

The Level II language course is designed to deepen students' understanding of the language and the culture of the countries where the language is spoken. Students will build upon the concepts and topics introduced in Level I through the use of comprehensible input techniques including TPRS (Teaching Proficiency through Reading and Storytelling). Students will expand their listening, speaking, writing and reading skills through the exploration of stories, mini-novels, songs, movies and other authentic materials that increase in difficulty and utilize high-frequency vocabulary and grammar structures in the target language. The class will be conducted in the target language for a minimum of 90% of the instructional time. Spanish 2 is a course designed to create fluency and accuracy for all students.

SPANISH 3 - WL310-311

Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Successful completion of Spanish 2 or consent of instructor
Career Clusters: applies to some aspects of all Programs

The Level III language courses are conducted in the target language for a minimum of 90% of the instructional time. Students continue to develop the four basic language skills of listening, speaking, reading, and writing. Once again, classes are designed to deepen students' understanding of the language and the culture of the countries where Spanish is spoken. Students will build upon vocabulary and grammatical structures already learned; while there will be an increased emphasis on speaking and writing in the target language. Listening, reading and storytelling with a Comprehensible input input/approach will continue to be emphasized. Practical vocabulary will be utilized for students to apply to everyday situations as well as cultural themes new to students. Spanish 3 is a course designed to create fluency and accuracy for all students.
**SPANISH 4**  
**WL410-411**  
Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): Successful completion of Spanish 3 or consent of instructor.  
Career Clusters: applies to some aspects of all Programs  

Level IV is conducted almost exclusively in the target language. Writing activities will consist of prepared and spontaneous assignments. Verbal proficiency is encouraged through dialogues, reports, debates and retelling of stories. Authentic movies, videos and shorter movies will be utilized in class. Reading, writing, listening, and speaking in context will also be expanded through the use of mini-novels, class discussions and Skype as well as other technological means to communicate with people in Spanish speaking countries and to practice Spanish. At the conclusion of the course, students will be more prepared for conversations with native speakers, college level courses, entrance exams and travel abroad. Spanish 4 continues to build fluency and accuracy for all students.

**AP SPANISH 5 (WEIGHTED)**  
**WL510-511**  
Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): Successful completion of Spanish 4 or consent of the instructor  
Career Clusters: applies to some aspects of all Programs  

AP Spanish 5 builds fluency and accuracy through content units focusing on daily life, social issues, politics and problems of the Spanish-speaking world. The units cover a broad range of contemporary topics aligned with AP requirements, and involve Spanish language documentaries, numerous songs, authentic texts, storytelling and discussion. The emphasis is on using the language; grammar topics, new tenses and skills are taught as needed for communicative purposes. The range of topics covered ensures that students acquire key vocabulary on a number of important themes. The course makes significant use of TPRS, a storytelling strategy that builds oral comprehension and speaking fluency as well as composition skills. Assessment is largely whole-language oriented, involving in-class compositions, graded discussions and oral comprehension checks. Native Spanish speakers from a variety of backgrounds have successfully completed the course, but should check with the instructor beforehand to ensure that the course is a good fit for their skill level and goals.

**GERMAN 1**  
**WL120-121**  
Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): None  
Career Clusters: applies to some aspects of all Programs  

First year German is designed to introduce beginning language students to the language and culture of the German-speaking countries. We will concentrate on learning high-frequency language structures through TPRS (Teaching Proficiency through Reading and Storytelling) and students will develop listening, reading, speaking, and writing skills in the context of short stories. Class-created stories, short films, authentic songs, and beginner level novels will also be key parts of level 1 German. The majority of instruction will be in the German language.

**GERMAN 2**  
**WL220-221**  
Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): Successful completion of German 1 or consent of instructor.  
Career Clusters: applies to some aspects of all Programs  

In level 2 German, we will continue to build on the basic listening, speaking, reading and writing skills that were our focus in first year German. TPRS (Teaching Proficiency through Reading and Storytelling) will continue to be a large part of instruction, as will thematic units such as house and home, films, city life, transportation and the German love of soccer. Students will read several short novels along with authentic texts such as short stories and children’s books. The majority of instruction and interaction will be in the target language.

**GERMAN 3**  
**WL320-321**  
Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): Successful completion of German 2 or consent of instructor.  
Career Clusters: applies to some aspects of all Programs  

Third year German students are ready to apply the reading, listening, writing and speaking skills they’ve
WORLD LANGUAGES
Graduation Requirements: None

acquired in level 1 and 2 to a variety of cultural and historical topics. These include literature relating to the Rhine River, Grimm’s fairy tales and pirates of the North Sea. Thematic topics studied include travel in the German speaking countries, media and technology, and health. Students will gain experience reading a variety of authentic texts, including newspaper and magazine articles, poems, short stories, and children’s books.

GERMAN 4
WL420-421
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): Successful completion of German 3 or consent of instructor.
Career Clusters: applies to some aspects of all Programs

The fourth year course continues speaking, listening, reading, and writing skills already learned and expands them to include more vocabulary and themes. Emphasis is on specific problems facing youth, multicultural Germany, topics in German history, and current events. Culturally authentic media, which include magazine articles, pop songs, news broadcasts, and films, make up an important part of German 4 coursework. One of our main goals at this level is to increase students’ confidence in their ability to communicate ideas in German, both through spoken and written language.

GERMAN 5
WL520-521
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Career Clusters: applies to some aspects of all Programs

German 5 is intended to be the stepping stone for students as they prepare to make the transition up to college level German courses. Conversation, composition, and the reading of a variety of authentic texts are emphasized, as is constant teacher-student and student-student communication in the target language. Topics include current events, city life, issues in post-World War II Germany, and topics in Austrian and Swiss culture. The reviewing and fine tuning of tenses and grammatical structures is also a key part of coursework.
MISSION:
To engage students in a dynamic learning environment that fosters forward thinking.

VISION:
A dynamic learning environment will be created by:

- Engaging students in an interdisciplinary and topically organized curriculum that is pedagogically progressive and developmentally sensitive in its approach to content and delivery of instruction.
- Integrating content between discipline areas forming cross-curricular connections.
- Developing an expectation that teachers and students will be consistently engaged in identifying and applying pedagogical and learning strategies that will effectively engage students and teachers in mastering important content and critical academic and life skills.
- Creating a curriculum that changes and develops as student needs and interests are identified.
- Creating multi-disciplinary teaching teams that will design and offer seminars and workshops for specialized topics, Problem, Project, and Place-Based Learning opportunities.
- Fostering a community environment in which students experience close relationships with adults and many opportunities to work with peers and to develop their unique interests and skills.
- Focusing on relevant skills identified in the 21st Century Skills framework, the emerging Common Core Academic Standards, and the Wisconsin Model Academic Standards.
- Creating an ongoing partnership with Ripon College through which pre-service teachers and faculty in the Educational Studies Department will collaborate with the Lumen Charter High School staff in the development of seminars and Problem, Project, Place-Based Learning projects, as well as assessment instruments and strategies.
- Applying authentic, real-world assessments such as (1) standards-based rubrics for PBL and other seminar projects; (2) each student’s personal academic interests (e.g., foreign language study, advanced mathematics, fine and performing arts); and (3) selected assessments of academic and critical thinking skill development.
Lumen Charter High School is designed to offer students the most customized education possible to insure that every student is prepared for future success in a rapidly changing world. Lumen Charter High School offers high school-aged students and their parents the option of a school experience that provides flexibility, yet accountability through a variety of structural and strategic approaches—especially in topical seminars and PBL options, learning opportunities that address relevant skills, and the learning benchmarks of the Common Core Standards and Next Generation Science Standards, and relevance to the evolving interests and developmental needs of adolescents.

This is not a program that can just be inserted into the current structure of Ripon High School. It is not a packaged curriculum or program. The curriculum will be developed through the ongoing collaboration of teachers and students. This approach changes how we look at education. Students have a say in how and what they learn (while still meeting state standards and local curriculum benchmarks) in an authentic way. We want the structure of the Lumen Charter High School to be a vehicle to facilitate knowledge and increase student learning while engaging students and teaching them skills that will make them marketable and competitive with their peers, regardless of the path they choose after graduation. It is a different way of learning that cannot be added in a small portion of the day or in a few individual course offerings available to RHS students. In order to make this work, our school needs to function outside the traditional seven-period day. That format does admittedly work well for some students and teachers, but to provide opportunities for more hands-on, active learning the time, scheduling, and curricular flexibility available in a charter school is necessary.

ENROLLEMENT PROCESS

Requirements for Admission:
Lumen Charter High School: Application and enrollment is open to all students in grades 9-12 who reside in the Ripon School District. All applications shall be voluntary and the Ripon Area School District cannot make student assignments. An application process is required as part of the admissions process to assure that parents understand the nature of the learning environment of Lumen Charter High School and that this innovative learning environment is one in which their child can be successful.

Lottery Process:
Should applications exceed the seats available, a lottery shall be held to fill all seats. Once all seats are filled, the lottery determines a waiting list. An automatic enrollment preference shall be extended to siblings of students currently in the Lumen Charter High School, children of founding members, and children of Lumen Charter High School teachers as per Federal law. As interest grows, it is the intent of the Lumen Charter High School Governance Council to offer additional seats and obtain additional staffing from the Ripon Area School District.

Students will be chosen through the following lottery process:

- Total enrollment shall not exceed 80. Twenty freshmen may be accepted every year. If there are fewer than 20 freshmen applying, or if numbers in any class drop below 20, additional students may be admitted in other classes to fill those slots.
- The lottery would then be used to fill the available seats if there are more students interested than there are seats available.
- Lumen growth will be managed by school administration and Governance Council to maintain a teacher/student ratio appropriate for PBL.
LUMEN COURSE SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Social Studies</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>American Literature</td>
<td>U.S. History</td>
<td>9th and 10th: Biology 11th-12th: Chemistry/ RHS Electives</td>
<td>RHS Math</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Writing and</td>
<td>World Geography/Issues</td>
<td>9th and 10th: POE 11th-12th: Chemistry/ RHS Electives</td>
<td>RHS Math</td>
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<tr>
<td></td>
<td>Communication</td>
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<tr>
<td>2021-2022</td>
<td>World Literature</td>
<td>World History</td>
<td>9th and 10th: Biology 11th-12th: Chemistry/ RHS Electives</td>
<td>RHS Math</td>
</tr>
<tr>
<td>2022-2023</td>
<td>Multicultural</td>
<td>Multicultural America/Civics</td>
<td>9th and 10th: POE 11th-12th: Chemistry/ RHS Electives</td>
<td>RHS Math</td>
</tr>
</tbody>
</table>

**LUMEN SEMINAR**

Seminars in Lumen make up the core curriculum for English and Social Studies. In each area, standards are repeated but the content is updated and modernized each year. Lumen seminars are taught in a four year looping curriculum so that a student who spends four years in Lumen will be exposed to a variety of literature and civics/history topics. In each year, the topics are linked so that students can make connections between literature and the real world. While students have choices here, too, writing makes up a central part of each year and skills in this area are addressed at various levels. In short, seminars are about connections. They are about connecting the ideas that we see presented in our own lives with what authors and historical figures have already wrestled with.

**LUMEN ENGLISH**

**WRITING AND COMMUNICATION**

Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): None  
Career Clusters: Foundational coursework

Communication and Writing is a year long seminar for all students in Lumen. The focus during this year’s courses is on speaking and writing. While other English seminars include activities with these skills, this year has a more intense focus and concentrated effort in these areas. Written work will be developed to include drafts of papers and how to organize various types of essays. Grammar and punctuation will also be a focus here. Speaking assignments will involve giving both individual and group presentations, as well as video productions and other multi-media mediums. Literature will still be a part of the classes, but there will be more of a concentration on developing the written and speaking responses to this literature.

**AMERICAN LITERATURE**

Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Full year  
Prerequisite(s): None  
Career Clusters: Foundational coursework

American Literature is a year-long seminar for all students in Lumen. It is a study of literature in America. Its origins and development are explored using examples from the earliest days of America all the way up through today. The selected texts are used to complement the US History curriculum, either through time period or theme. Selections include novels, short stories, and poetry. In all cases, the readings will result in written responses that include essay tests as well as take-home papers. The goal of American Literature in Lumen is to make connections between the literature that we read and the time period that surrounds it.
WORLD LITERATURE
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: Foundational coursework

World Literature is a year long seminar for all students in Lumen. The course includes various selections from around the world including African literature, literature of the ancient Middle East, and some selections of European literature (including Shakespeare). Because this seminar is aligned with World History, the selections chosen are tied closely to the themes and geography of a particular place. Like American Literature, this seminar seeks to explore the connections between a country’s literature and its history and current events. Students will also be given opportunities to choose countries that they would like to learn about. By doing this, students will develop an understanding of the similarities and differences that writers focus on around the world.

MULTICULTURAL LITERATURE
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: Foundational coursework

Multicultural Literature is a year long seminar for all students in Lumen. The focus this year will be on how other cultures have influenced literature in America. There will be some connection to World Literature, but the main focus will be on how each country’s literary trends have rebuilt or recreated themselves as people have moved to America and contributed to the literature. While history provides perspective on how trends in writing have developed, different people have also added ideas to the mix. It is this mix of ideas (and how people have reacted to the mix) that will be explored in this seminar.

LUMEN SOCIAL STUDIES

WORLD GEOGRAPHY/CURRENT ISSUES
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Career Clusters: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

World Geography/Current Issues is a year-long seminar for all students in Lumen. The focus during this year’s seminar is on the issues that currently face us. While every Lumen seminar connects the content to modern-day problems, this year focuses exclusively on giving students the opportunity to solve those problems. We focus on both domestic and world affairs throughout the year, giving students an opportunity to gain insight into the geography, cultures, and people of places around the globe. This seminar is lined up every four years so that the fall portion pays special attention to the presidential election. Skills that students will focus on include problem solving, collaboration, research, creating videos and multimedia presentations, writing policy papers, giving informational speeches, and more. Due to the nature of the seminar, different events may be used every four years as a vehicle for students to hone these skills.

U.S. HISTORY
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Programs of Study: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

U.S. History is a year-long seminar for all students in Lumen. It is a study of the themes that permeate throughout American history. Those themes are followed from our nation’s beginnings through modern day. The themes covered are mirrored by the texts used in the American Literature part of the seminar. Periods covered include Westward Expansion, The Gilded Age, The Roaring 20s, The Great Depression, The Cold War, and others. Students will be asked to consider themes throughout these eras as well as make connections to the issues that face Americans today.

WORLD HISTORY
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Full year
Prerequisite(s): None
Programs of Study: ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲

World History is a year-long seminar for all students in Lumen. The course includes topics and themes from various locations around the world. Like U.S. History, this seminar finds themes and locales that are mirrored in the World Literature part of seminar. Also like U.S. History, this seminar seeks to have students make connections between the past and today. There is a strong focus on European history throughout this
seminar, but students are also given an opportunity to study an Ancient Civilization of their choice. At least one quarter will be focused on the human story at the very beginnings so that students can better understand how we got to where we are.

**MULTICULTURAL AMERICA/CIVICS**

Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course:  
Prerequisite(s):  
Programs of Study:  

This is a year-long seminar for all students in Lumen. The focus of this year is split between American government and the influence that other cultures have had on the American story. As with each of the other Lumen seminars, students will be asked to make a connection between the past and today. This is also an opportunity to make sure that voices throughout the American story that are sometimes overlooked have an opportunity to be heard. Much attention will be given to the concept of the “great melting pot” throughout American history. The Civics portion of the seminar will focus on the workings of our government with an emphasis on Constitutional Law and the rights of American citizens.

**LUMEN SCIENCE**

Lumen Science runs a little different in RHS science in that, the freshmen and sophomores are combined in a loop of Biology one year and Principles of Engineering the following year. The collaboration of the two grade levels helps freshmen transition quicker into high school science expectations and next level thinking. On odd years Principles of Engineering will be running and on even years Biology will be the science class running. Depending on enrollment, Juniors will be taking chemistry as a Lumen cohort with the Lumen science teacher. If Lumen Chemistry is not running, the juniors will be taking any of the chosen RHS junior/senior electives (chemistry, physics, etc.).

Freshman/Sophomore  
Biology 1 & 2  
Principles of Engineering

Junior/Senior  
Chemistry  
RHS Science (Physics, Anatomy/Phys, etc)

**LUMEN MATH**

Lumen students will be taking their math classes in RHS. Lumen staff will work diligently in trying to keep the cohort of Lumen students together in their specific math courses. The graduation requirements are: Students must have 3 credits of mathematics to graduate. It is strongly recommended that University-Bound students take Algebra 1, Geometry, Algebra 2, and Trigonometry/Pre-Calculus or AP Statistics, depending on their major. Accelerated students should also take AP Calculus. Note: Most 4-year colleges and universities require the completion of Algebra 2 A & B OR Transition to College Math 1 & 2 for admission.

Algebra 1, Geometry, Algebra 2, Trig/Pre Calculus, AP Calculus, and AP Stats/Probability

**LUMEN ELECTIVES**

**INTERDISCIPLINARY HUMANITIES STUDIES: GENIUS HOUR**

Credits: 0.5 per semester  
Recommended Grade Level: 9-12  
Length of Course: Semester  
Prerequisite(s): None  
Programs of Study:  

Genius Hour is an opportunity for students to explore an area of interest and passion for academic credit. Students connect their personal interests to academic standards to self-design an educational experience that allows them to delve deeply into a topic of their choosing. With the help of and oversight from a faculty advisor, students can earn up to one credit a year of Interdisciplinary Humanities. The hope is that students can make real-world connections between the academic standards and their personal passions in a way that allows them to self-guide their learning in a way that is meaningful to them while still maintaining the highest academic rigor. Depending on the topic and skills required, the standards covered by the project will vary.

**SENIOR SEMINAR**

Credits: 0.5 per semester  
Recommended Grade Level: 12  
Length of Course: Semester  
Prerequisite(s): None  
Programs of Study:  

▲Agriculture, Food & Natural Resources  
▲Architecture & Construction  
▲Arts, A/V Technology & Communications  
▲Business Management & Administration  
▲Education & Training  
▲Finance  
▲Government & Public Administration  
▲Health Science  
▲Hospitality & Tourism  
▲Human Services  
▲Information Technology  
▲Law, Public Safety, Corrections & Security  
▲Manufacturing  
▲Marketing  
▲Science, Technology, Engineering & Mathematics  
▲Transportation, Distribution & Logistics
Senior seminar is a course for seniors to build their resume and better connect to the community. Seniors who choose to take this class will work with the Lumen Staff to connect with a local business they are interested in. The connection may not be immediate, but through designing and researching their future goals a connection will eventually be made. It is important for our seniors to have as many real world experiences prior to graduation. In choosing this class, seniors paths after high school will, hopefully, be more clear and well informed.

LUMEN TECHNOLOGY
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Semester
Prerequisite(s): None
Programs of Study: ▲ ▲ ▲ ▲

Lumen Tech Ed is a course designed for Freshman to Senior students where they will spend their semester designing and fabricating team oriented projects that utilize equipment from both the Woods and Metals labs.

LUMEN PHYSICAL EDUCATION
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Semester
Prerequisite(s): None
Programs of Study: Foundational coursework

Physical Education is an essential and basic part of the total education program. It is a process that contributes to the total development of every student through physical activity and recognizes the physical, mental, emotional and social characteristics of students. The Physical Education program provides a variety of movement experiences to help all students develop the skills, knowledge, and attitudes necessary to encourage a lifetime commitment to health and fitness. This class will teach the rules, beginning skills and strategies to participate in a variety of individual/team sport/fitness activities. The students will be given the opportunity to vote on their favorite activities and the semester will be designed based on those choices. Units are 3 to 5 days long in order to give the students variety and options.

LUMEN LITERATURE-INDEPENDENT STUDY
Credits: 0.5 per semester
Recommended Grade Level: 9-12
Length of Course: Semester
Prerequisite(s): None
Programs of Study: Foundational coursework

This Literature Independent Study guides students through a personalized literary exploration that is responsive to their interests and suitable to their reading level, but that will also challenge them to explore literature well beyond what they think they like. They are required to read six hours per week. Writing is an integral part of the course, with daily graded reading summaries, weekly writing goals based on each student’s priority focus areas, and monthly writing assignments addressing certain themes or competencies.

For the daily reading logs, the writing goals usually focus on mechanics, usage, summarizing skills and fluency. Patterns of errors or areas for improvement are identified for each student and incorporated into their weekly goals. The larger writing projects focus on themes, voice, and various kinds of expository and creative writing. The course also includes weekly study of Greek and Latin roots. Each week, a new root is introduced, along with various words that include it. Students are tested on these regularly, and are expected to generate independent definitions and original sentences that correctly use the words while clearly revealing their meanings. The course may be taken for a single semester or multiple semesters; some students have taken it for as many as 6 or 7 semesters.
REFLECTIVE QUESTIONS FOR STUDENTS

Throughout the Academic & Career Planning process, students are encouraged to reflect on four main questions to help develop their ACP.

KNOW
WHO AM I?
- What interests me?
- What are my strongest skills?
- What academic, career, and/or life skills would I like to develop before I graduate?

EXPLORE
WHAT DO I WANT TO DO?
- What are the Career Clusters I am most interested in and why?
- What type of degree or certificate do I need to support my goals?
- Will this career choice support what I want for my financial future?
- Which internal and external courses can I take to explore my interests?
- What jobs would I like to shadow and when will I do that?

PLAN
HOW DO I GET THERE?
- What schools offer a related degree/major?
- What will I need to provide a competitive admissions application for the schools/majors I might be interested in? For example:
  - What level of math must I complete?
  - Do I need to complete a portfolio?
  - What ACT scores are required for admissions?
- In what areas will I pursue more rigorous coursework to support my strengths and/or areas of interest? Will I take AP courses, Youth Options, etc.?
- Will my credits transfer to the school(s) I want to attend?
- How much do I anticipate that my post-secondary education might cost?
- Will I qualify for Financial Aid and Scholarships?
- Will I have the dispositions needed to find employment following high school?

GO!

Students are an active participant in their Academic & Career Planning Process. Students are encouraged to reflect often on their choices and update their plans, sometimes more than yearly. This will include:
- Reviewing, adapting, or modifying course selections and personal goals
- Conferencing with counselors and/or parents
The Career Cluster framework provides a sequential path for students to take a career interest and develop it into job potential. The 16 broad Career Clusters are broken down into 79 specific pathways. Students will be able to learn about multiple careers within each pathway and choose one program of study available in their school, which will be developed through the process laid out in this manual. The program of study will be tied to community needs, specific partnerships, and a sequence of courses which will provide a channel for students to move seamlessly from high school to post-secondary institution. The program of study becomes a foundation for each students’ individual learning plan, which is a portfolio of student accomplishment in preparation for post-secondary education or the work force.

**CAREER CLUSTERS** are broad occupational groupings based on a set of common knowledge and skills required for a broad group of careers. Wisconsin has adopted the national 16 career clusters that also serve as a tool for organizing curriculum and instruction. Career clusters provide opportunities for all students regardless of their career goals and interests. They are a tool for a seamless educational system that blends rigorous academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, and facilitates/assists students and educators with ongoing transition.

**CAREER PATHWAYS** are a sub-grouping of careers used as an organizing tool for curriculum design and instruction. Similar to career clusters, career pathways are grouped based on their requirements for a set of core and similar knowledge and skills for career success. Each pathway highlights a specific part of each cluster. An easy example of this can be seen in the Agriculture, Food and Natural Resource cluster. Seven different pathways, from animal to plant systems highlight the variety of interests that each cluster holds for students.

**A PROGRAM OF STUDY** is a specific career pathway, defined by a local school/district partnership, which is a sequence of instruction based on recommended standards and knowledge and skills, consisting of coursework, co-curricular activities, worksite learning, service learning and other learning experiences including career and technical student organizations (CTSO). The sequence of instruction provides preparation for a career.

**AN INDIVIDUALIZED LEARNING PLAN (ILP)** includes a program of study and learning that represents a fluid, living, breathing, mapped academic plan reflecting a student’s unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the “Four-Year Plan” by recording the student’s connections to the larger community including examples of community service and volunteerism; membership in community organizations; participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts.

**EXAMPLE**

Career Cluster: Manufacturing

Career Pathway: Maintenance Installation and Repair

Program of Study: Electro-Mechanical

Individual Learning Plan: A plan for coursework related artifacts, and experience from 8th grade through 12 and beyond.
SIXTEEN CAREER CLUSTERS

Agriculture, Food & Natural Resources

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

Architecture & Construction

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

Arts, A/V Technology & Communications

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

Business Management & Administration

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

Education & Training

This Career Cluster prepares learners for careers in planning, managing, and providing education training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance

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

Government & Public Administration

This Career Cluster prepares learners for careers in planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science

The Health Science Career Cluster connects individuals to a large variety of health care areas that are characterized by diversity and changing technologies. This area allows students to investigate and observe a large variety of health care areas. Health Science includes planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
SIXTEEN CAREER CLUSTERS

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

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

The Information Technology Cluster involves the design, development, support, and management of hardware, software, multimedia, and systems integration services. In addition to careers in the IT industry, IT careers are available in every sector of the economy. Anyone preparing for an IT career should have a solid grounding in math and science.

The Law, Public Safety, Corrections, and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

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

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

This Career Cluster prepares learners for careers in preparing, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

This Career Cluster exposes student to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.
This Career Cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

### STUDENT ORGANIZATIONS
- FFA
- Equestrian Club
- Outdoor Club
- Trap Shooting

### PATHWAYS IN THIS CLUSTER
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resource Systems
- Plant Systems
- Power, Structural & Technical Systems

### PATHWAY DETAILS

#### AGRIBUSINESS SYSTEMS
- Coordinate activities that contribute to the production, processing, and distribution of agricultural commodities and resources
- Promote agricultural products
- Help finance agricultural businesses

#### ANIMAL SYSTEMS
- Develop new ways of producing and processing meat, poultry, eggs, and dairy products
- Study genetics, nutrition, reproduction, growth and development of domesticated farm animals
- Inspect and grade livestock food products
- Purchase livestock
- Work in technical sales or marketing of livestock

#### ENVIRONMENTAL SERVICE SYSTEMS
- Conduct hazardous-waste management studies
- Evaluate environmental hazards, offer analysis and containment
- Develop regulations to prevent environmental mishaps
- Design municipal sewage and industrial wastewater systems
- Analyze and research environmental projects

#### FOOD PRODUCTS AND PROCESSING SYSTEMS
- Discover new food sources
- Analyze food content
- Develop ways to process, preserve, package, or store food
- Create new food products
- Inspect food processing areas

#### NATURAL RESOURCE SYSTEMS
- Protect natural resources

#### PLANT SYSTEMS
- Develop, maintain, and manage forests and rangelands
- Catch and trap marine life
- Work at recreational sites
- Provide habitats for wildlife

#### FOODS
- What makes bread rise and pop fizz
- Being a food scientist
- Designing new food and flavors
- How science is used to process your food
- Chemistry and its application to food

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- FFA
- Equestrian Club
- Outdoor Club
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### PATHWAY DETAILS

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- Chemistry and its application to food
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

- Bee Keeper
- Crop Sprayer
- Vet Hospital Worker
- Fisherman
- Landscape Laborer
- Farm Worker
- Nursery Worker
- Pet Groomer
- Pet Shop Worker
- Stable Worker
- Logger

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

- Arborist
- Crop/Animal Farmer
- Golfer Course Manager
- Veterinary Technician
- Animal Control Officer
- Environmental Technician
- Greenhouse Manager
- Waste Water Technician
- Animal Nutritionist
- Farrier
- Horticulturist
- Bio-Tech Lab Technician
- Fish & Game Officer
- Landscape Designer
- Cheese Maker
- Forestry Technician
- Genetic Technologist
- Turf Manager
- Food Control Specialist
- Logger

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

- Animal Scientist
- Geneticist
- Soil Scientist
- Agricultural Economist
- Biochemist
- Greenhouse Operator
- Game Warden
- Agricultural Educator
- Botanist
- Landscape Architect
- USDA Inspector
- Agricultural Engineer
- Entomologist
- Marine Biologist
- Veterinarian
- Agricultural Sales
- Food Scientist
- Plant Pathologist
- Wildlife Biologist
- Agricultural Banker
- Forester
- Soil Geologist
- Zoologist
- Animal Psychologist

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

- Blackhawk Technical College
- Lakeshore Technical College
- Milwaukee Area Technical College
- Western Technical College
- Southwest WI Technical College
- Chippewa Valley Technical College
- Madison College
- Moraine Park Technical College
- Wisconsin Indianhead Technical College
- Gateway Technical College
- Fox Valley Technical College
- Mid-State Technical College
- Northcentral Technical College
- Northeast WI Technical College

UNIVERSITY OF WI SYSTEM CAMPUSES

- UW-Green Bay
- UW-Oshkosh
- UW-River Falls
- UW-Superior
- UW-Madison
- UW-Parkside
- UW-Stevens Point
- UW-Whitewater
- UW-Milwaukee
- UW-Platteville
- UW-Stout

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

- Alverno
- Carthage University
- Lawrence University
- St. Norbert College
- Beloit College
- Concordia University Wisconsin
- Northland College
- Viterbo University
- Carroll University
- Edgewood College
- Ripon College
- Wisconsin Lutheran College

84
This Career Cluster prepares learners for careers in designing, planning, managing, building, and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

**STUDENT ORGANIZATIONS**
- Craft Club
- Academic Bowl
- Spanish Club
- German Club

**PATHWAYS IN THIS CLUSTER**
- Construction
- Design/Pre-Construction
- Maintenance/Operations

**PATHWAY DETAILS**

**CONSTRUCTION**
- Construct and maintain buildings using wood
- Install electrical components
- Direct materials, labor, and equipment
- Layout and assemble mechanical piping systems

**DESIGN/PRE-CONSTRUCTION**
- Design homes and commercial buildings
- Prepare drawings using design software
- Determine layout of land
- Plan urban and suburban areas

**MAINTENANCE/OPERATIONS**
- Repair commercial steam and hot water boilers
- Destroy outdated or condemned buildings
- Assemble industrial machines using blueprints
- Unload, inspect, and move equipment

**INTERESTS AND ABILITIES:**
- Activities that describe what I like to do:
  - Read and follow blueprints and/or instructions
  - Picture in my mind what a finished product looks like
  - Perform work that requires precise results
  - Solve technical problems
  - Visit and learn from beautiful, historic, or interesting buildings
  - Follow logical, step-by-step procedures

**PERSONAL QUALITIES THAT DESCRIBE ME:**
- Curious
- Good at following directions
- Attentive to detail
- Good at visualizing possibilities
- Patient and persistent

**SUBJECTS THAT I LIKE:**
- Math
- Drafting
- Physical Sciences
- Construction Trades
- Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

<table>
<thead>
<tr>
<th>Construction Laborer</th>
<th>Highway Maintenance</th>
<th>Grading/Leveling Machine Operator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Worker Helper</td>
<td>Roofer</td>
<td>Heavy Equipment Operator</td>
</tr>
<tr>
<td>Fence Builder</td>
<td>Tile Setter</td>
<td>Groundskeeper and Gardener</td>
</tr>
</tbody>
</table>

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

<table>
<thead>
<tr>
<th>HVAC Technician</th>
<th>Electrician</th>
<th>Civil Engineering Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Drafter</td>
<td>Glazier</td>
<td>Electrical Engineering Technician</td>
</tr>
<tr>
<td>Bricklayer</td>
<td>Pipefitter</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Plasterer</td>
<td>Cement Mason</td>
<td>Plumber</td>
</tr>
<tr>
<td>Drywall Installer</td>
<td>Title Setter</td>
<td></td>
</tr>
</tbody>
</table>

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

<table>
<thead>
<tr>
<th>Architect</th>
<th>Cost Estimator</th>
<th>Interior Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Contractor</td>
<td>Electrical Engineer</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>C.A.D. Designer</td>
<td>Grounds Supervisor</td>
<td>Civil Engineer</td>
</tr>
</tbody>
</table>

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

WISCONSIN TECHNICAL COLLEGES

<table>
<thead>
<tr>
<th>Chippewa Valley Technical College</th>
<th>Gateway Technical College</th>
<th>Madison College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-State Technical College</td>
<td>Milwaukee Area Technical College</td>
<td>Moraine Park Technical College</td>
</tr>
<tr>
<td>Northcentral Technical College</td>
<td>Northeast Wisconsin Technical College</td>
<td>Western Technical College</td>
</tr>
<tr>
<td>Waukesha County Technical College</td>
<td>Wisconsin Indianhead Technical College</td>
<td>Blackhawk Technical College</td>
</tr>
<tr>
<td>Fox Valley Technical College</td>
<td>Lakeshore Technical College</td>
<td>Nicolet Area Technical College</td>
</tr>
<tr>
<td>Southwest WI Technical College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIVERSITY OF WI SYSTEM CAMPUSES

<table>
<thead>
<tr>
<th>UW-Madison</th>
<th>UW-Milwaukee</th>
<th>UW-Stout</th>
</tr>
</thead>
</table>

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

<table>
<thead>
<tr>
<th>Concordia University Wisconsin</th>
<th>Marquette University</th>
<th>Milwaukee Institute of Art &amp; Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milwaukee School of Engineering</td>
<td>Mount Mary University</td>
<td></td>
</tr>
</tbody>
</table>
INDIVIDUALS that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. Careers include designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

**STUDENT ORGANIZATIONS**
- String Ensemble
- Drama
- Forensics
- Vocal Jazz
- Pit Band
- Photo Club

**PATHWAYS IN THIS CLUSTER**
- Audio and Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

**PATHWAY DETAILS**

### Audio and Video Technology and Film
- Set up and operate audio/video equipment
- Design, install, and operate broadcasting equipment
- Rig electric lights for video, television, or film production

### Journalism and Broadcasting
- Operate television or motion picture cameras
- Anchor news broadcast programs
- Present government and business news
- Set up and operate radio and television equipment

### Performing Arts
- Produce a play or theater event
- Represent and assist actors
- Sing and/or dance during musical performances
- Design movie, television, and theater sets
- Teach in a dance studio or acting school

### Printing Technology
- Use software to produce publications
- Prepare printing press materials
- Convert digital images into printing plates
- Operate a printing press
- Use a control panel to monitor printing process

### Telecommunications
- Install telecommunications equipment
- Troubleshoot and resolve network and system problems
- Perform data backups and disaster recovery operations
- Design computer hardware and networking software

### Visual Arts
- Create fine art by painting, sculpting, or illustrating
- Design graphics for businesses and advertising firms
- Draw buildings, products, or models

**INTERESTS AND ABILITIES:**
**ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:**
- Use my imagination to communicate new information to others
- Perform in front of others
- Read and write
- Play a musical instrument
- Perform creative, artistic activities
- Use video and recording technology
- Design brochures and posters

**PERSONAL QUALITIES THAT DESCRIBE ME:**
- Creative and imaginative
- Good communicator/good vocabulary
- Curious about new technology
- Relate well to feelings and thoughts of others
- Determined/tenacious

**SUBJECTS THAT I LIKE:**
- Art/Graphic Design
- Music
- Speech and Drama
- Journalism/Literature
- Audiovisual Technologies
# CAREER IDEAS

## CAREERS WITH HIGH SCHOOL DEGREE

*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Floral Designer</th>
<th>Proofreader</th>
<th>Mural Painter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Stylist</td>
<td>Signs Designer/Painter</td>
<td>Photographer</td>
</tr>
<tr>
<td>Musician</td>
<td>Stained Glass</td>
<td></td>
</tr>
</tbody>
</table>

## CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship experience*

<table>
<thead>
<tr>
<th>Animator</th>
<th>Prepress Technician</th>
<th>Potter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookbinder</td>
<td>Printing Press Operator</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Recording Technician</td>
<td>Music Repair Technician</td>
</tr>
<tr>
<td>Craft Artist</td>
<td>Sign Painter</td>
<td>Public Relations Manager</td>
</tr>
</tbody>
</table>

## CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE

*Colleges/Universities*

<table>
<thead>
<tr>
<th>Animator</th>
<th>Illustrator</th>
<th>Journalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Musician</td>
<td>Cinematographer</td>
</tr>
<tr>
<td>Architect</td>
<td>Music Teacher</td>
<td>Composer</td>
</tr>
<tr>
<td>Interior Decorator</td>
<td>Music Therapist</td>
<td>Copy Editor</td>
</tr>
<tr>
<td>Art Teacher/Professor</td>
<td>Recording Engineer</td>
<td>Photographer</td>
</tr>
<tr>
<td>Art Therapist</td>
<td>Graphic Designer</td>
<td>Videographer</td>
</tr>
</tbody>
</table>

## CAREER CLUSTER KNOWLEDGE & SKILLS


## COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

### WISCONSIN TECHNICAL COLLEGES

- Blackhawk Technical College
- Gateway Technical College
- Mid-State Technical College
- Northcentral Technical College
- Waukesha County Technical College
- Chippewa Valley Technical College
- Lakeshore Technical College
- Milwaukee Area Technical College
- Northeast WI Technical College
- Wisconsin Indianhead Technical College

### UNIVERSITY OF WI SYSTEM CAMPUSES

- UW-Eau Claire
- UW-Madison
- UW-Parkside
- UW-Stevens Point
- UW-Whitewater
- UW-Green Bay
- UW-Platteville
- UW-Stout
- UW-La Crosse
- UW-Oshkosh
- UW-River Falls
- UW-Superior

### WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

- Alverno College
- Carroll University
- Edgewood College
- Marian University
- Milwaukee School of Engineering
- Ripon College
- Viterbo University
- Beloit College
- Carthage College
- Lakeland College
- Marquette University
- Mount Mary University
- Silver Lake College
- Wisconsin Lutheran College

- Cardinal Stritch University
- Concordia University Wisconsin
- Lawrence University
- Milwaukee Institute of Art & Design
- Northland College
- St. Norbert College
The Business Management and Administration Cluster prepares learners for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

**STUDENT ORGANIZATIONS**

- FBLA
- Academic Bowl
- German Club
- Spanish Club

**PATHWAYS IN THIS CLUSTER**

- Administrative Support
- Business Information Management
- General Management
- Human Resource Management
- Operations Management

**PATHWAY DETAILS\n ADMINISTRATIVE SUPPORT**

- Prepare reports, memos, and letters using software
- Document meeting discussion and prepare minutes
- Order supplies and file documents
- Greet and help customers and visitors

**BUSINESS INFORMATION MANAGEMENT**

- Develop computer information resources
- Keep up with advances in technology

- Manage backup, security, and user help systems
- Understand user computing needs and system requirements

**GENERAL MANAGEMENT**

- Direct financial and budget activities
- Determine goods and services to be sold
- Plan and direct sales promotions
- Create and apply goals and procedures

**HUMAN RESOURCE MANAGEMENT**

- Resolve work problems to assist management and employees
- Establish compensation and benefits policies

**OPERATIONS MANAGEMENT**

- Organize personnel, training, or labor relations activities
- Plan and conduct new employee orientations
- Recruit, interview, and select applicants

**INTERESTS AND ABILITIES:\n ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:**

- Perform routine, organized activities but can be flexible
- Work with numbers and detailed information
- Be the leader in a group
- Make business contact with people
- Work with computer programs
- Create reports and communicate ideas
- Plan my work and follow instructions without close supervision

**PERSONAL QUALITIES THAT DESCRIBE ME:**

- Organized
- Practical and logical
- Patient
- Tactful
- Responsible

**SUBJECTS THAT I LIKE:**

- Computer Applications/Business and Information Technology
- Accounting
- Math
- English
- Economics
BUSINESS, MANAGEMENT & ADMINISTRATION

CAREER OPTIONS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Bank Teller
Caterer
File/Mail Clerk
Meter Reader
Sales Clerk
Telephone Operator
Typist
Hotel Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Accountant
Administrative Assistant
Computer Operator
Court Reporter
Stenographer
Tax Preparer
Funeral Director
Industrial Clerk

BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Accountant-CPA
Advertising Manager
Marketing Manager
Theater Manager
Human Resource Manager
Instrument Sales/Marketing
Event Planner
Sales Representative

CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

WISCONSIN TECHNICAL COLLEGES

Blackhawk Technical College
Gateway Technical College
Mid-State Technical College
Nicolet Area Technical College
Southwest WI Technical College
Wisconsin Indianhead Technical College
Chippewa Valley Technical College
Lakeshore Technical College
Milwaukee Area Technical College
Northcentral Technical College
Waukesha County Technical College

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

Alverno College
Carroll University
Edgewood College
 Marian University
Mount Mary University
Silver Lake College
Wisconsin Lutheran College
Beloit College
Carthage College
Lakeland College
Marquette University
Northland College
St. Norbert College

UNIVERSITY OF WI SYSTEM CAMPAUSES

UW-Eau Claire
UW-Madison
UW-Parkside
UW-Stevens Point
UW-Whitewater
UW-Green Bay
UW- Milwaukee
UW-Platteville
UW-Stout
UW-La Crosse
UW-Oshkosh
UW-River Falls
UW-Superior

Cardinal Stritch University
Concordia University Wisconsin
Lawrence University
Milwaukee School of Engineering
Ripon College
Viterbo University
This Career Cluster prepares learners for careers in planning, managing, and providing education training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

STUDENT ORGANIZATIONS

- Student Council
- ACTIVO
- Ignition
- NHS

PATHWAYS IN THIS CLUSTER

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

INTERESTS AND ABILITIES:
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:

- Communicate with different types of people
- Help others with their homework to learn new things
- Go to school
- Direct and plan activities for others
- Handle several responsibilities at once
- Acquire new information
- Help people overcome their challenges

PERSONAL QUALITIES THAT DESCRIBE ME:

- Friendly
- Decision maker
- Helpful
- Innovative/Inquisitive
- Good listener

SUBJECTS THAT I LIKE:

- Language Arts
- Social Studies
- Math
- Science
- Psychology

PATHWAY DETAILS

ADMINISTRATION & ADMINISTRATIVE SUPPORT

- Review and approve educational programs
- Plan and develop training programs
- Organize production and design of curriculum materials
- Direct admissions, registration, and career activities

PROFESSIONAL SUPPORT SERVICES

- Counsel parents experiencing child-rearing problems
- Maintain case history records and prepare records
- Select, administer, and score psychological tests
- Advise students regarding educational issues

TEACHING/TRAINING

- Teach basic skills to pre-school children
- Tutor children individually or in small groups
- Prepare classroom activity materials
- Evaluate and grade assignments and papers
- Arrange new employee on-the-job training
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Aerobics Instructor
Dance Teacher

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Computer Installation
Preschool Teacher

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Apprenticeship Consultant
Bilingual Educator
Educational Administrator
Instructional Coordinator
Kindergarten Teacher
Music Teacher
Music Therapist

School Psychologist
Secondary School Teacher
Teacher of the Blind
Vocational Education Teacher
Librarian
Speech-Language Pathologist

School Counselor
University Professor
Training Program Manager
Elementary School Teacher
Special Education Teacher
Adult Literacy Teacher

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

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Ripon College
Viterbo University

Cardinal Stritch University
Concordia University Wisconsin
Lawrence University
Mount Mary University
Silver Lake College
Wisconsin Lutheran College
The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance, and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

STUDENT ORGANIZATIONS

- FBLA
- Spanish Club
- German Club
- Academic Bowl

PATHWAYS IN THIS CLUSTER

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities and Investments

PATHWAY DETAILS

ACCOUNTING

- Prepare records and statements
- Develop, maintain, and analyze budgets
- Provide auditing services
- Project revenue and expenses of business operations
- Review records to prepare tax returns

BANKING SERVICES

- Review and update credit and loan files
- Arrange or establish debt repayment

BUSINESS FINANCE

- Cash checks and pay out money
- Balance money

INSURANCE

- Investigate, evaluate, and settle claims
- Examine vehicles

SECURITIES AND INVESTMENTS

- Review records to reveal amount of insurance in place
- Estimate insurance rates
- Sell policies

INTERESTS AND ABILITIES: ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:

- Work with numbers
- Work to meet a deadline
- Make predictions based on exiting facts
- Have a framework of rules by which to operate
- Analyze financial information and interpret it to others
- Handle money with accuracy and reliability
- Take pride in the way I dress and look

PERSONAL QUALITIES THAT DESCRIBE ME:

- Trustworthy
- Orderly
- Self-confident
- Logical
- Methodical or efficient

SUBJECTS THAT I LIKE:

- Accounting
- Math
- Economics
- Banking/Financial Services
- Business Law
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Bill & Account Collector  Brokerage Clerk  Cashier

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Accountant  Investigator & Adjustor  Loan Officer
Brokerage Clerk  Claim Adjuster  Personal Property Appraiser
Financial Institution Manager  Insurance Agent

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Accountant, CPA  Credit Analyst  Manager
Actuary  Credit Card Operations Manager  Economist
Auditor  Insurance Underwriter  Financial Advisor
Investment Advisor  Stockbroker  Real Estate Appraiser
Controller  School District Business

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

Blackhawk Technical College  Chippewa Valley Technical College  Fox Valley Technical College
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UW-Stevens Point  UW-Superior  UW-Whitewater

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

Cardinal Stritch University  Carroll University  Carthage College
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Marian University  Marquette University  Mount Mary University
Northland College  Silver Lake College  St. Norbert College
Viterbo University  Wisconsin Lutheran College
This Career Cluster prepares learners for careers in planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

STUDENT ORGANIZATIONS

- German Club
- Spanish Club
- Academic Bowl

PATHWAYS IN THIS CLUSTER

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue and Taxation

INTERNESTS AND ABILITIES:
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:

- Be involved in politics
- Negotiate, defend, and debate ideas and topics
- Plan activities and work cooperatively with others
- Work with details
- Perform a variety of duties that may change often
- Analyze information and interpret it to others
- Travel and see things that are new to me

PERSONAL QUALITIES THAT DESCRIBE ME:

- Good communicator
- Competitive
- Service minded
- Well organized
- Problem solver

SUBJECTS THAT I LIKE:

- Government
- Language Arts
- History
- Math
- Foreign Language

PATHWAY DETAILS

FOREIGN SERVICE

- Help citizens abroad
- Promote relations
- Collect information
- Share national views/policies

GOVERNANCE

- Study local and national legislation
- Listen to constituents about bills or issues
- Gather information and make policy decisions

NATIONAL SECURITY

- Operate ground combat operations equipment

PLANNING

- Design plans affecting land use and zoning
- Work with architects in planning projects
- Assess proposals for projects

PUBLIC MANAGEMENT & ADMINISTRATION

- Prepare calendars of cases
- Coordinate administration of municipal elections

REGULATION

- Testify at administrative proceedings
- Investigate applications for licenses or permits
- Examine immigration passports
- Inspect aircraft mechanic work

REVENUE AND TAXATION

- Collect taxes
- Resolve tax return problems
- Review tax returns
CAREER IDEAS
CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Mail Carrier
License Clerk
Postal Clerk
Driver’s License Examiner
Infantry Forcers
Mail Handling Machine Operator

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Coroner
City Planning Aid
Title Examiner
Accountant
Association Executive
Postmaster
Building Inspector
Infantry Forces
Special Forces
transportation Inspector

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Accountant
Public Utilities Manager
Music Administrator
Special Operations Officer
Dean of Students
Lawyer
Legislator
Apprenticeship Consultant
Aviation Security Specialist
Peach Corps Volunteer
Infantry Officer
Urban Planner
Emergency Management Specialist
Occ. Health & Safety Specialist
Equal Opportunity Specialist
City Manager
Social Services Administrator
Translator/Interpreter

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES
Madison College

UNIVERSITY OF WI SYSTEM CAMPUSES
UW-Eau Claire
UW-Green Bay
UW-La Crosse
UW-Madison
UW-Milwaukee
UW-Oshkosh
UW-Parkside
UW-Platteville
UW-River Falls
UW-Stevens Point
UW-Superior
UW-Whitewater

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES
Alverno
Beloit College
Cardinal Stritch University
Carroll University
Carthage College
Concordia University Wisconsin
Edgewood College
Lakeland College
Lawrence University
Marian University
Marquette University
Milwaukee School of Engineering
Mount Mary University
Northland College
Ripon College
Silver Lake College
St. Norbert College
Viterbo University
Wisconsin Lutheran College
The Health Science Career Cluster connects individuals to a large variety of health care areas that are characterized by diversity and changing technologies. This area allows students to investigate and observe a large variety of health care areas. Health Science includes planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**STUDENT ORGANIZATIONS**

- Science Club
- Academic Bowl
- Spanish Club
- German Club

**PATHWAYS IN THIS CLUSTER**

- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

**PATHWAY DETAILS**

**BIOTECHNOLOGY RESEARCH AND DEVELOPMENT**

- Research large molecular datasets
- Investigate organism and disease relationships
- Do research to improve testing of diseases
- Assess medication strength and purity
- Maintain database of clinical results analysis

**DIAGNOSTIC SERVICES**

- Evaluate diseases for genetic links
- Analyze laboratory findings

**HEALTH INFORMATICS**

- Schedule diagnostic appointments and surgeries
- Maintain medical records
- Direct hospital personnel activities
- Process admission and discharge documents

**SUPPORT SERVICES**

- Evaluate biomedical equipment effectiveness
- Observe food intake and report patient progress

**INTERESTS AND ABILITIES:**

- Work under pressure
- Help sick people and animals
- Make decisions based on logic and information
- Participate in health and science classes
- Respond quickly and calmly in emergencies
- Work as a member of a team
- Follow guidelines precisely and meet strict standards of accuracy

**PERSONAL QUALITIES THAT DESCRIBE ME:**

- Compassionate and caring
- Good at following directions
- Conscientious and careful
- Patient
- Good listener

**SUBJECTS THAT I LIKE:**

- Biological Sciences
- Chemistry
- Math
- Occupational Health classes
- Language Arts

**THERAPEUTIC SERVICES**

- Treat people to prevent illness, disease, or injury
- Examine gums for signs of disease
- Review prescriptions for accuracy
- Set up and operate ventilators
- Maintain sterile area during surgery

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- Science Club
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HEALTH SCIENCE

CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Certified Nursing Assistant  Clerk  Food Service Worker
Hospital Admitting

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Emergency Medical Technician  Surgical Technician  Dental Assistant
Home Health Aide  Translator and Interpreter  Dental hygienist
Massage Therapist  Ultrasound Technician  Dialysis Technician
Physical Therapy Aide  Medical Assistant  Occupational Therapy Assistant
Radiology Technologist  Registered Nurse

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Athletic Trainer  Pharmacist  Podiatrist
Chiropractor  Primary Care Physician  Oral Surgeon
Dentist  Psychiatrist  Registered Nurse
Dietician  Surgeon  Nurse Practitioner
Occupational Therapist  Geneticist  Anesthesiologist
Music Therapist  Statistician  Hemotherapist

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

Blackhawk Technical College  Chippewa Valley Technical College  Lakeshore Technical College
Madison College  Milwaukee Area Technical College  Mid-State Technical College
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Wisconsin Lutheran College
The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services. Hospitality operations are located in communities throughout the world.

**INTERESTS AND ABILITIES:**
- Investigate new places and activities
- Work with all ages and types of people
- Organize activities in which other people enjoy themselves
- Have a flexible schedule
- Help people make up their minds
- Communicate easily, tactfully, and courteously

**PERSONAL QUALITIES THAT DESCRIBE ME:**
- Tactful
- Self-motivated
- Works well with others
- Outgoing
- Slow to anger

**SUBJECTS THAT I LIKE:**
- Language Arts/Speech
- Foreign Language
- Social Sciences
- Marketing
- Food Services

**STUDENT ORGANIZATIONS**
- Forensics
- Spanish Club
- German Club
- Academic Bowl

**PATHWAYS IN THIS CLUSTER**
- Lodging
- Recreation, Amusements & Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

**PATHWAY DETAILS**

**LODGING**
- Greet, register, and assign hotel rooms
- Coordinate front-office activities
- Select cleaning materials for linens and furniture
- Supply directions and travel information

**RECREATION, AMUSEMENTS & ATTRACTIONS**
- Provide facility and entertainment information
- Monitor game operations
- Plan promotional campaigns
- Conduct tours of museum exhibits

**RESTAURANTS AND FOOD/BEVERAGE SERVICES**
- Ensure proper food preparation
- Take food and beverage orders
- Clean, cut, and cook meat, fish, or poultry
- Mix beverage ingredients

**TRAVEL AND TOURISM**
- Plan events
- Arrange audio-visual equipment and displays
- Provide tours
- Sell vacation packages
- Make reservations for transportation and lodging
## CAREER IDEAS

### CAREERS WITH HIGH SCHOOL DEGREE

*On-the-job training and/or minimal experience*

<table>
<thead>
<tr>
<th>Career</th>
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</thead>
<tbody>
<tr>
<td>Baggage Porter &amp; Bellhop</td>
<td>Booth Cashier</td>
<td>Janitor</td>
</tr>
<tr>
<td>Cake Decorator</td>
<td>Hotel Clerk</td>
<td>Concierge</td>
</tr>
<tr>
<td>Guide</td>
<td>Waiter/Waitress</td>
<td>Short Order Cook</td>
</tr>
<tr>
<td>Restaurant Host/Hostess</td>
<td>Hotel/Motel Cleaner</td>
<td>Usher</td>
</tr>
<tr>
<td>Day Worker</td>
<td>Food Attendant</td>
<td>Wardrobe/Dressing Room Attendant</td>
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<tr>
<td>Furniture Refinisher</td>
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</tbody>
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### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE

*Community college, technical college, apprenticeship experience*

<table>
<thead>
<tr>
<th>Career</th>
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</thead>
<tbody>
<tr>
<td>Club Manager</td>
<td>Taxidermist</td>
<td>Translator (Interpreter)</td>
</tr>
<tr>
<td>Caterer</td>
<td>Concierge</td>
<td>Restaurant Cook/Chef</td>
</tr>
<tr>
<td>Conference Planner</td>
<td>Food Service Director</td>
<td>Household Manager</td>
</tr>
<tr>
<td>Motel/Hotel Manager</td>
<td>Recreation Director</td>
<td>Restaurant Manager</td>
</tr>
</tbody>
</table>

### CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE

*Colleges/Universities*

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<td>Archivist</td>
<td>Musicians Agent</td>
<td>Theatre Manager</td>
</tr>
<tr>
<td>Coach</td>
<td>Park Ranger</td>
<td>Translator (Interpreter)</td>
</tr>
<tr>
<td>Conservation Technician</td>
<td>Recreation Director</td>
<td>Zookeeper</td>
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<tr>
<td>Curator</td>
<td>Resort Manager</td>
<td>Historian</td>
</tr>
</tbody>
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### CAREER CLUSTER KNOWLEDGE & SKILLS


### COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

#### WISCONSIN TECHNICAL COLLEGES

<table>
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<tr>
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<tbody>
<tr>
<td>Blackhawk Technical College</td>
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#### UNIVERSITY OF WI SYSTEM CAMPUSES

<table>
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<th>University Name</th>
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<tbody>
<tr>
<td>UW-Stout</td>
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#### WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

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<th>College Name</th>
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<tbody>
<tr>
<td>Lakeland College</td>
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</table>
INTERESTS AND ABILITIES:
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:

- Care about people, their needs, and their problems
- Participate in community services and/or volunteering
- Listen to other people’s viewpoints
- Help people be at their best
- Work with people from preschool age to old age
- Think of new ways to do things
- Make friends with different kinds of people

PERSONAL QUALITIES THAT DESCRIBE ME:

- Good communicator/good listener
- Caring
- Non-materialistic
- Uses intuition and logic
- Non-judgmental

SUBJECTS THAT I LIKE:

- Language Arts
- Psychology/Sociology
- Family and Consumer Sciences
- Finance
- Foreign Language

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

STUDENT ORGANIZATIONS

- Life Bible Study
- GSA
- Key Club
- Ignition
- ACTIVO
- Craft Club

PATHWAYS IN THIS CLUSTER

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

PATHWAY DETAILS

CONSUMER SERVICES

- Recommend plans to achieve financial goals
- Measure customer and employee satisfaction
- Review employee benefit programs
- Provide information about products to customers

COUNSELING & MENTAL HEALTH SERVICES

- Advise clients on counseling benefits
- Counsel individuals, groups, or families
- Guide clients in developing problem-solving skills

EARLY CHILDHOOD DEVELOPMENT & SERVICES

- Teach basic skills
- Confer with parents to discuss activities and policies
- Support children’s emotional and social development
- Regulate children’s rest periods

FAMILY & COMMUNITY SERVICES

- Help the homeless, housebound, and infirm to cope

PERSONAL CARE SERVICES

- Train or retrain the unemployed or underemployed
- Care for the elderly or disabled
- Help people in need obtain financial assistance
- Solicit contributions for social service organizations

PERSONAL CARE SERVICES

- Shampoo, cut, color, and style hair
- Give manicures, pedicures, and facial treatments
- Provide personal fitness training
- Oversee the care of the remains of the deceased
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

- Aerobics Instructor
- Crossing Guard
- Household Cook
- Nanny

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

- Cosmetologist
- Funeral Director
- Institutional Cook
- Institution
- Nail Technician
- Preschool Teacher
- Shoe Repairer
- Skin Care Specialist
- Child Care Assistant
- Embalmer

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

- Dietician
- Psychologist
- Alcohol & Drug Abuse Counselor
- Investment Advisor
- School Counselor
- Liturgical Minister
- Clergy
- Sociologist
- Music Therapy
- Placement Counselor
- Placement Counselor
- Psychiatrist
- Social Worker
- Vocational Rehab Counselor
- Career Counselor
- Financial Counselor
- Personal Counselor
- Religious Worker

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

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The Information Technology Cluster involves the design, development, support, and management of hardware, software, multimedia, and systems integration services. In addition to careers in the IT industry, IT careers are available in every sector of the economy. Anyone preparing for an IT career should have a solid grounding in math and science.

INTERESTS AND ABILITIES:
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:
- Read and follow blueprints and/or instructions
- Picture in my mind what a finished product looks like

PERSONAL QUALITIES THAT DESCRIBE ME:
- Curious
- Good at following directions
- Attentive to detail
- Good at visualizing possibilities
- Patient and persistent

SUBJECTS THAT I LIKE:
- Math
- Drafting
- Physical Sciences
- Construction Trades
- Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education

STUDENT ORGANIZATIONS
- FBLA
- Spanish Club
- German Club
- Academic Bowl

PATHWAYS IN THIS CLUSTER
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

PATHWAY DETAILS

INFORMATION SUPPORT & SERVICES
- Test databases and software and correct errors
- Review project plans to coordinate project activities
- Oversee the performance of computer systems
- Answer user questions about hardware

NETWORK SYSTEMS
- Maintain and administer networks

WEB & DIGITAL COMMUNICATIONS
- Design, build, or maintain Websites and applications
- Write, design, or edit content
- Implement computer security measures
- Design graphics and animations
- Develop design layouts

PROGRAMMING & SOFTWARE DEVELOPMENT
- Engineer and develop software
- Update and maintain programs or software
- Perform systems analysis and programming tasks

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CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Careers in this field require more than minimal experience or on-the-job training

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

Computer Support Specialist  Sound Manager  Computer Systems Analyst
Tool Programmer  Recording Engineer  Webmaster

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

Animator  Computer Engineer  Computer Network Coordinator
Database Administrator  Illustrator  Scientific & Engineering Programmer
Software Engineer  Webmaster  Video Game Designer
Computer Systems Analyst  Computer Programmer  Medical & Scientific Illustrator
Computer Security Specialist  Information Scientist

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Wisconsin Lutheran College

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The Law, Public Safety, Corrections, and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**STUDENT ORGANIZATIONS**
- German Club
- Spanish Club
- Academic Bowl

**PATHWAYS IN THIS CLUSTER**
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

**INTERESTS AND ABILITIES:**  
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:
- Work under pressure or in the face of danger
- Make decisions based on my own observations
- Interact with other people
- Be in positions of authority
- Respect rules and regulations
- Debate and win arguments
- Observe and analyze people’s behavior

**PERSONAL QUALITIES THAT DESCRIBE ME:**
- Adventurous
- Dependable
- Community-minded
- Decisive
- Optimistic

**SUBJECTS THAT I LIKE:**
- Language Arts
- Psychology/Sociology
- Government/History
- Law Enforcement
- First Aid/First Responder

**PATHWAY DETAILS**

**CORRECTION SERVICES**
- Direct the work of correctional officers
- Restrain, secure, and control offenders
- Guard facility entrances
- Develop rehabilitation programs
- Help inmates re-enter society

**EMERGENCY & FIRE MANAGEMENT SERVICES**
- Administer first-aid treatment
- Prepare materials for emergency plans
- Rescue victims from burning buildings and accident sites
- Dig trenches to create fire lines
- Drive fire fighting vehicles

**LAW ENFORCEMENT SERVICES**
- Obtain evidence by interviewing witnesses
- Examine immigration applications, visas, and passports
- Provide testimony in court
- Receive incoming emergency service calls
- Maintain order, protect people, and enforce laws

**LEGAL SERVICES**
- Sentence defendants in criminal cases
- Prepare written opinions and decisions
- Represent clients in court or before government agencies

**SECURITY & PROTECTIVE SERVICES**
- Prepare affidavits and other legal documents
- Provide word-for-word reports of legal proceedings
- Create security standards, policies, and procedures
- Install security systems
- Warn of violations and apprehend violators
- Protect computer codes and defense secrets
- Check credentials for military base security
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

- Correctional Officer
- Security Guard
- Crossing Guard
- Parking Enforcement Officer
- Dispatcher

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

- Bailiff
- Copyright Law
- Court Reporter
- Firefighter
- Legal Secretary
- Musician Law
- Paralegal Assistant
- Park Ranger
- Police Officer
- Fire Inspector
- Police Canine Trainer
- Emergency Medical Technician

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

- Adjudicator
- Arbitrator
- FBI Agent
- Forensic Science Technician
- Judge
- Lawyer
- Park Ranger
- Probation & Parole Officer
- Fingerprint Examiner
- Correctional Officer Supervisor
- Judicial Law Clerk
- State Patrol Officer
- Police Officer
- Conservation Warden
- Emergency Management Specialist
- Privation Detective

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

WISCONSIN TECHNICAL COLLEGES
- Blackhawk Technical College
- Gateway Technical College
- Milwaukee Area Technical College
- Nicolet Area Technical College
- Southwest WI Technical College
- Wisconsin Indianhead Technical College
- Chippewa Valley Technical College
- Lakeshore Technical College
- Mid-State Technical College
- Northcentral Technical College
- Waukesha County Technical College
- Fox Valley Technical College
- Madison College
- Moraine Park Technical College
- Northeast WI Technical College
- Western Technical College

UNIVERSITY OF WI SYSTEM CAMPAUSES
- UW-Eau Claire
- UW-Oshkosh
- UW-Superior
- UW-Madison
- UW-Parkside
- UW- Milwaukee
- UW-Platteville

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES
- Carroll University
- Edgewood College
- Marquette University
- Viterbo University
- Carthage College
- Lakeland College
- Mount Mary University
- Concordia University Wisconsin
- Marian University
- Ripon College
The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**INTERESTS AND ABILITIES:**
- Work with my hands and learn that way
- Put things together
- Do routine, organized, and accurate work
- Perform activities that produce tangible results
- Apply math to work out solutions
- Use hand and power tools and operate equipment/machinery
- Visualize objects in three dimensions from flat drawings

**PERSONAL QUALITIES THAT DESCRIBE ME:**
- Practical
- Observant
- Physically active
- Step-by-step thinker
- Coordinated

**SUBJECTS THAT I LIKE:**
- Math/Geometry
- Chemistry
- Trade and Industry courses
- Physics
- Language Arts

**STUDENT ORGANIZATIONS**
- German Club
- Spanish Club
- Academic Bowl

**PATHWAYS IN THIS CLUSTER**
- Health, Safety & Environment Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

**PATHWAY DETAILS**

**HEALTH, SAFETY & ENVIRONMENT ASSURANCE**
- Ensure workplace equipment use for safety
- Plan for safety in new production processes
- Conduct incident and hazard investigations
- Implement health and safety procedures

**LOGISTICS & INVENTORY CONTROL**
- Schedule crews and equipment
- Move materials to production areas
- Load and unload delivery vehicles
- Operate industrial trucks, tractors, and loaders
- Communicate with traffic managers

**MAINTENANCE, INSTALLATION & REPAIR**
- Repair or replace defective equipment or parts
- Inspect drives, motors, and belts
- Diagnose and correct mechanical problems
- Track repairs through a computerized inventory system

**MANUFACTURING PRODUCTION PROCESS DEVELOPMENT**
- Draft layout of equipment, materials, and workspace
- Establish the order of assembling parts
- Develop manufacturing methods
- Research and design mechanical products, and equipment
- Inspect, test, or measure materials and products

**PRODUCTION**
- Operate production machinery
- Assemble systems of gears
- Fasten piping, fixtures, and electrical components
- Inspect finished products
- Plan production and schedule requirements

**QUALITY ASSURANCE**
- Compile and analyze laboratory test data
- Assure product performance requirements
- Test products to meet customer specifications
- Oversee workers engaged in testing activities
MANUFACTURING

CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

- Brush Painter
- Hand Worker
- Production Assembler
- Engraver
- Oil Well Driller
- Tire Builder
- Apparel & Home Furnishing Dyer
- Order Filler
- Production & Planning Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

- Apparel Pattern Maker
- Computer Technician
- Musical Instrument Repairer
- Machinist
- Locksmith
- Electrical Appliance Servicer
- Quality Control Technician
- Industrial Engineer
- Combination Welder
- Electric Motor Technician
- Tool and Die Maker
- Electrical Engineering Technician

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

- Communications Operator Mgr
- Electrical Engineer
- Environmental Engineer
- Production Supervisor
- Mechanical Engineer
- Electronic engineer
- Industrial Engineer
- Production Supervisor
- Equipment Manager
- Engineering Manager
- Musical Instrument Designer
- Occupational Health/Safety Inspector

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

- Blackhawk Technical College
- Lakeshore Technical College
- Mid-State Technical College
- Northcentral Technical College
- Waukesha County Technical College
- Wisconsin Indianhead Technical College
- Chippewa Valley Technical College
- Milwaukee Area Technical College
- Moraine Park Technical College
- Northeast WI Technical College

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

- Beloit College
- Northland College
- Marquette University
- Silver Lake College
- Milwaukee School of Engineering
- Viterbo University

UNIVERSITY OF WI SYSTEM CAMPUSES

- UW-Madison
- UW-Stout
INTERESTS AND ABILITIES:
ACTIVITIES THAT DESCRIBE WHAT I LIKE TO DO:
- Shop and go to the mall
- Be in charge
- Make displays and promote ideas
- Give presentations and enjoy public speaking
- Persuade people to buy products or to participate in activities
- Communicate my ideas to other people
- Take advantage of opportunities to make extra money

PERSONAL QUALITIES THAT DESCRIBE ME:
- Enthusiastic
- Competitive
- Creative
- Self-motivated
- Persuasive

SUBJECTS THAT I LIKE:
- Language Arts
- Math
- Business Education/Marketing
- Economics
- Computer Applications

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

STUDENT ORGANIZATIONS
- FBLA
- Photo Club
- German Club
- Spanish Club
- Academic Bowl

PATHWAYS IN THIS CLUSTER
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

PATHWAY DETAILS

MARKETING COMMUNICATIONS
- Prepare advertising and promotional material
- Plan advertising campaigns
- Write interesting and effective press releases
- Maintain the corporate image
- Draft speeches for executives

MARKETING MANAGEMENT
- Coordinate product promotional activities

MARKETING RESEARCH
- Study competitors’ data and marketing methods
- Measure and assess customer satisfaction
- Forecast and track marketing and sales trends
- Develop pricing strategies

MERCHANDISING
- Develop merchandise displays
- Change window and interior displays
- Advise customers on merchandise selection
- Purchase merchandise at a favorable price
- Work with vendors to obtain products

PROFESSIONAL SALES
- Build new customer base
- Answer questions about products, services, and prices
- Recommend products based on needs
## CAREER IDEAS

### CAREERS WITH HIGH SCHOOL DEGREE
*On-the-job training and/or minimal experience*

- Antique/Collectible Dealer
- Cashier
- Classified Ad Clerk
- Counter Clerk
- Telemarketer
- News Vendor
- Street Vendor
- Customer Service Representative
- Wedding Planner

### CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
*Community college, technical college, apprenticeship experience*

- Advertising Layout Designer
- Advertising Sales Representative
- Instrument Sales
- Auto Salesperson
- Auctioneer
- Real Estate Agent
- Buyer

### CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
*Colleges/Universities*

- Advertising Account Executive
- Advertising Manager
- Business Agent
- Marketing Manager
- Public Relations Manager
- Purchasing Agent
- Research Analyst
- Public Relations Practitioner
- Insurance Agent
- Purchasing Manager
- Market Research Analyst
- Real Estate Broker

## CAREER CLUSTER KNOWLEDGE & SKILLS

- Academic Foundations
- Communication
- Problem Solving & Critical Thinking
- Information Technology Systems
- Safety-Health-Environment
- Leadership & Teamwork
- Ethics & Legal Responsibilities
- Employability & Career Development
- Technical Skills

## COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER

### WISCONSIN TECHNICAL COLLEGES

- Blackhawk Technical College
- Gateway Technical College
- Milwaukee Area Technical College
- Nicolet Area Technical College
- Southwest WI Technical College
- Wisconsin Indianhead Technical College
- Chippewa Valley Technical College
- Lakeshore Technical College
- Mid-State Technical College
- Northcentral Technical College
- Waukesha County Technical College

### UNIVERSITY OF WI SYSTEM CAMPUSES

- UW-Eau Claire
- UW-La Crosse
- UW-Oshkosh
- UW-Stout
- UW-Madison
- UW-River Falls

### WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

- Alverno College
- Carroll University
- Edgewood College
- Marian University
- Milwaukee School of Engineering
- Ripon College
- Viterbo University
- Beloit College
- Carthage College
- Lakeland College
- Marquette University
- Mount Mary University
- Silver Lake College
- Wisconsin Lutheran College
- Cardinal Stritch University
- Concordia University Wisconsin
- Lawrence University
- Milwaukee Institute of Art & Design
- Northland College
- St. Norbert College
This Career Cluster prepares learners for careers in preparing, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

**INTERESTS AND ABILITIES:**
Activities that describe what I like to do:
- Interpret formulas
- Find answers to questions
- Work in a laboratory
- Figure out how things work and investigate new things
- Explore new technology
- Experiment to find the best way to do something
- Pay attention to details and help things be precise

Personal qualities that describe me:
- Detail oriented
- Inquisitive
- Objective
- Methodical
- Mechanically inclined

Subjects that I like:
- Math
- Science
- Drafting/Computer Aided Drafting
- Electronics/Computer Networking
- Technical Classes/Technology Education

**STUDENT ORGANIZATIONS**
- Math Team
- Science Club
- German Club
- Spanish Club
- Academic Bowl

**PATHWAYS IN THIS CLUSTER**
- Engineering & Technology
- Science & Math

**PATHWAY DETAILS**

**ENGINEERING & TECHNOLOGY**
- Design aeronautical or aerospace products
- Provide technical advice regarding design and construction of structures
- Design and develop medical diagnostic equipment
- Read and interpret blueprints and technical drawings
- Collect and analyze air and ground water samples

**SCIENCE & MATH**
- Study plants and animals
- Analyze organic and inorganic compounds
- Devise methods for altering inherited traits
- Apply mathematical theories and techniques to business
- Report results of statistical analyses
CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

Statistical Clerk

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

<table>
<thead>
<tr>
<th>Biological Technician</th>
<th>Chemical Technician</th>
<th>Civil Engineering Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Technician</td>
<td>Mathematical Technician</td>
<td>Industrial Engineering Technician</td>
</tr>
<tr>
<td>Veterinary Technician</td>
<td>Nuclear Technician</td>
<td>Mechanical Engineering Technician</td>
</tr>
<tr>
<td>Petroleum Technician</td>
<td>Electronics Engineering Technician</td>
<td></td>
</tr>
</tbody>
</table>

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

<table>
<thead>
<tr>
<th>Aerospace Engineer</th>
<th>Anthropologist</th>
<th>Archaeologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomer</td>
<td>Biomedical Engineer</td>
<td>Civil engineer</td>
</tr>
<tr>
<td>Chemical Engineer</td>
<td>Computer Engineer</td>
<td>Electrical Engineer</td>
</tr>
<tr>
<td>Geologist</td>
<td>Industrial Engineer</td>
<td>Mathematician</td>
</tr>
<tr>
<td>Mechanical Engineer</td>
<td>Metallurgist</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>Nuclear Engineer</td>
<td>Physicist</td>
<td>Solar Engineer</td>
</tr>
<tr>
<td>Statistician</td>
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</tr>
</tbody>
</table>

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

| Blackhawk Technical College | Chippewa Valley Technical College | Fox Valley Technical College |
| Gateway Technical College | Lakeshore Technical College | Madison College |
| Milwaukee Area Technical College | Mid-State Technical College | Moraine Park Technical College |
| Nicolet Area Technical College | Northcentral Technical College | Northeast WI Technical College |
| Southwest WI Technical College | Waukesha County Technical College | Western Technical College |
| Wisconsin Indianhead Technical College | | |

UNIVERSITY OF WI SYSTEM CAMPUSES

| UW-Eau Claire | UW-Green Bay | UW-La Crosse |
| UW-Madison | UW-Milwaukee | UW-Oshkosh |
| UW-Parkside | UW-Platteville | UW-River Falls |
| UW-Stevens Point | UW-Stout | UW-Superior |

WISCONSIN PRIVATE COLLEGES & UNIVERSITIES

| Alverno College | Beloit College | Cardinal Stritch University |
| Carroll University | Carthage College | Concordia University Wisconsin |
| Edgewood College | Lakeland College | Lawrence University |
| Marian University | Marquette University | Milwaukee School of Engineering |
| Mount Mary University | Northland College | Ripon College |
| Silver Lake College | St. Norbert College | Viterbo University |
| Wisconsin Lutheran College | | |

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TRANSPORTATION, DISTRIBUTION & LOGISTICS

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

STUDENT ORGANIZATIONS

- German Club
- Spanish Club
- Academic Bowl

PATHWAYS IN THIS CLUSTER

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

INTERESTS AND ABILITIES:
Activities that describe what I like to do:

- Travel
- See well and have quick reflexes
- Solve mechanical problems
- Design efficient processes
- Anticipate needs and prepare to meet them
- Drive or ride
- Move things from one place to another

Personal qualities that describe me:

- Realistic
- Mechanical
- Coordinated
- Observant
- Planner

Subjects that I like:

- Math
- Trade and Industry Courses
- Physical Sciences
- Economics
- Foreign Language

PATHWAY DETAILS

FACILITY & MOBILE EQUIPMENT MAINTENANCE

- Replace broken components
- Reassemble repaired electric motors
- Rewire and repair electrical systems and accessories
- Supervise repairs and installations
- Monitor tool and part inventories

HEALTH, SAFETY & ENVIRONMENTAL MANAGEMENT

- Enforce health and safety laws
- Inspect workplace environments
- Coordinate safety programs

LOGISTICS PLANNING & MANAGEMENT SERVICES

- Manage route activity
- Control operations by gathering logistics data
- Maintain logistics databases
- Examine delivery for improvements

SALES & SERVICE

- Oversee regional and local sales managers and staff
- Resolve customer complaints
- Negotiate price and terms of sales and service

TRANSPORTATION OPERATIONS

- Study expenses to increase profits
- Pilot airplanes
- Operate locomotives
- Drive trucks or buses

TRANSPORTATION SYSTEMS/INFRASTRUCTURE PLANNING, MANAGEMENT & REGULATION

- Study traffic conditions
- Design transportation policies
- Oversee construction of roads, airports, and bridges
- Examine transportation vehicles to detect damage
- Inspect sources of pollution

WAREHOUSING & DISTRIBUTION CENTER OPERATIONS

- Supervise workers storing and shipping products
- Implement safety and security programs
- Coordinate delivery times
- Stock warehouses
TRANSPORTATION, DISTRIBUTION & LOGISTICS

CAREER IDEAS

CAREERS WITH HIGH SCHOOL DEGREE
On-the-job training and/or minimal experience

- Bus Driver
- Deckhand
- Taxicab Driver
- Light Truck Driver
- Shipping & Receiving Clerk
- Traffic Clerk
- Delivery Driver
- Highway Maintenance Worker
- Reservation and Ticket Clerk
- Service Station Attendant

CAREERS WITH CERTIFICATION/ASSOCIATE DEGREE
Community college, technical college, apprenticeship experience

- Aircraft Mechanic
- Security Consultant
- Cartographic Technician
- Motorcycle Technician
- Railroad Conductor
- Automobile Painter
- Flight Attendant
- Auto Body Technician
- Travel Agent
- Diesel Technician

CAREERS WITH BACHELORS, PRE-PROFESSIONAL OR HIGHER DEGREE
Colleges/Universities

- Airline Pilot
- Mining Manager
- Environmentalist
- Mechanical Engineer
- Astronaut
- Travel Agency Manager
- Air Traffic Controller
- Public Health Sanitarian
- Locomotive Engineer

CAREER CLUSTER KNOWLEDGE & SKILLS

COLLEGES WITH SPECIALIZED COURSEWORK IN THIS CAREER CLUSTER
WISCONSIN TECHNICAL COLLEGES

- Blackhawk Technical College
- Gateway Technical College
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- Mid-State Technical College
- Northcentral Technical College
- Waukesha County Technical College
- Fox Valley Technical College
- Madison College
- Moraine Park Technical College
- Northeast WI Technical College
- Western Technical College

UNIVERSITY OF WI SYSTEM CAMPUSES

- UW-Stout
- UW-Superior
- UW-Whitewater