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Dear Student:

This Course Description Handbook is intended to help you and your parent(s)/guardian(s) make the best possible course selections to prepare you for future education and employment. It is imperative that this process be handled in a thoughtful manner. Information is provided about our graduation requirements, related policies, courses offered, and guidelines for sample high school programs for your four years at Washburn High School. In addition, you will find a listing of co-curricular and athletic activities of which we encourage your participation.

Teachers are hired and materials ordered based on student course selections. Therefore, course selection changes are difficult to honor after the master schedule has been established.

After the registration process has been completed, students will not be permitted to drop courses or add courses unless there is a valid educational reason. A course dropped after the first 5 days of instruction will be recorded as a failure except in cases with extenuating circumstances.

Your choices and success are directly related to how much effort, involvement, and enthusiasm you are willing to invest in your own education. The staff at Washburn High School urges you to do your best, while being involved in the class work and activities of the school. You will find that your high school experience will become an enjoyable, rewarding time if you accept the opportunities and responsibilities of a full time student.

Please take the time to read this handbook, become familiar with its contents, and share it with your parent(s)/guardian(s). Use this booklet wisely in planning your high school program. Feel free to call if you have any questions regarding this or related matters.

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**NONDISCRIMINATION AND ACCESS TO  
EQUAL EDUCATIONAL OPPORTUNITY**

**(See POLICY 2260 for more information)**

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board of Education does not discriminate on the basis of race, sex, handicap, color, religion, national origin, ancestry, creed, homeless status pregnancy, marital status, parental status, sexual orientation, sex including transgender status, change of sex or gender identity, or physical, mental, emotional, or learning disability (Protected Classes) in any of its student programs and activities.

**GRADING SYSTEM**

**(See POLICY 5421 for more information)**

Washburn High School utilizes an A-B-C-D-F grade reporting system that recognizes pluses and minuses. The following chart indicates letter grades and computations for grade points.

A	4.0
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0

**HONOR ROLL**

Honor rolls shall be published after each 18-week grading period. Students in the high school who maintain the following grade point averages shall be eligible for honor rolls:

High Honor Roll

A student shall have a grade point average of 3.50 or above.

Honor Roll

A student shall have a grade point average of 3.00 or above.

All classes (except those graded as Pass/Fail) shall be counted for placement on honor rolls and class rankings.

## CLASS RANK

### POLICY 5430

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for high school students, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students in grades 9 - 12. © Neola 2008

## COURSE AUDIT

Washburn High School students are able to take one elective course as an audit. The student will receive no credit or grade for the audited course and must have prior approval from the instructor. If there is room in the class and the instructor approves, the student will be allowed to audit the course. The student must complete tests and assignments, attend the class daily, and not create a disruption. Failure to follow the behavior, attendance, and assignment requirements may lead to the student being removed from the course.

## PASS/FAIL GRADE ELECTIVE

### POLICY 5421.01

Washburn High School students are able to take one elective course and determine if they receive a traditional grade or be assigned a Pass/Fail grade. Students need to declare whether this will be a Pass/Fail grade. The Pass/Fail grade will have no impact on their GPA. The student will receive credit for a passed grade but the course will not be figured into his/her GPA. If the student receives a "Fail" grade, no credit will be received and his/her GPA will not be affected.

**NOTE: Students must complete a form requesting a Pass/Fail option before the sixth (6<sup>th</sup>) day of the course.**

## INDEPENDENT STUDY

(See POLICY 2370A for more information)

Independent study is available to staff to better meet the needs of students. Its purposes are:

- A. to broaden curriculum content when the regular school program limits student growth and learning;
- B. to provide students with an opportunity to make decisions (to select from a series of options) about their activities in school;
- C. to place students in a more active role in the learning process;

- D. to provide learning experiences tailored to individual interests, talents, and needs.
- E. students are limited two (2) courses of independent study during their high school career.

**Level I** - The selection and the study is largely **teacher directed**. Frequent review and discussion with the teacher is required. Subject matter is closely related to class instruction.

**Level II** - The selection and the study is more student directed. The student must confer with the teacher once each week.

**Level III** - The student is responsible for selecting the areas and directing his/her own learning. S/He reports to her/his teacher by appointment. Projects may range far afield from a regular course.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off campus may be arranged through the High School Principal.

A student (group of students) who desires to participate should meet the following criteria:

- A. expressed interest in undertaking the work
- B. ability to identify goals or purposes
- C. ability to manage time and resources
- D. achievement in current course work

**NOTES:**

1. A basic study is required in a specific area before an independent study will be granted.
2. A contract which lists goals, objectives, or competencies, and evaluation procedure will be completed prior to course enrollment.

**ADD/DROP - PROGRAM CHANGE PROCEDURES**

The master schedule of classes for each school year is based on student interest and registration for classes. Therefore, program and schedule changes after the master schedule has been set are difficult to make.

All schedule changes must be made prior to the start of each semester. Schedule changes made after the start of each semester must have the approval of the school counselor and the principal. These changes are rare and require extenuating circumstances to be considered.

**Students dropping a class after the 5th day of the semester will receive an F for the semester and will not earn credit.**

## **RETAKE COURSES**

Students may retake a course to try to improve their grade. The following procedure will be used:

1. Students need to inform the counselor's office if they want current grades to replace previous year's grades in a course. A completed Course Retake Form must be completed and returned to the counselor's office.
2. The previous course GPA points and credits are removed from the student's transcript.
3. This policy applies only to courses taken at Washburn Schools and Regular (not Credit Recovery) courses that have been taken through Wisconsin Virtual School (WVS) to remediate credit for a failed course.

## **CREDIT RECOVERY\*, ACADEMIC SUPPORT, AND ENRICHMENT**

The Washburn High School Credit Recovery Program is an opportunity for students to recoup credit when they have failed a class. Students have two opportunities to regain credit: retake the failed course in the regular classroom or take an online course through Wisconsin Virtual School\* (Credit Recovery or Regular. Either must be approved by the teacher and principal). A student should retake the course or recover the credit prior to enrolling in the next course in the sequence (example: If a student fails English 9, that credit must be recovered before a student will be enrolled in English 10).

### **Saturday School**

Saturday School is held throughout the school year (refer to the school website for dates). Students who are academically behind in a class are strongly encouraged to attend Saturday School. Saturday School is held from 9:00 to 4:00. Students work on assignments given to them by their teacher. Saturday School application forms are available from the tutor or in the high school and counselor's office.

**Note:** All students are welcome to work on school assignments at Saturday School.

### **Summer School**

High School Summer School will be in session for up to four weeks following the end of the school year from 9:00 am to 12:00 pm. The goal of Summer School is to assist students in finishing courses in which they have received a grade of "incomplete" and as a time for students to work on online credit recovery courses\*. Students must submit a completed application (including teacher approval) for Summer School to the High School Office.

**Please refer to the Athletic Code for questions regarding reinstatement of athletic eligibility.**

**\*Note:** Regular courses taken though WVS and failed will have the grade of F on their transcript which will affect their GPA. Credit Recovery courses through WVS and failed will not be recorded on the student's transcript nor will they count in the student's GPA. Credit Recovery courses successfully completed will have their course grade on their transcript and included in the student's GPA.

### **Homeroom Extended Learning Period (HELP) Class**

Research shows that students are more successful in high school when they know they are cared about and when they receive individual attention. Because of this, Washburn High School requires a class called HELP. HELP class will ensure that every student has at least one adult mentor in the building. Students are assigned to a HELP teacher. They will normally stay with that same HELP teacher throughout high school.

HELP teachers act as a mentor, guide and advocate for her or his advisees. HELP focuses on developing foundational skills that will help students throughout life. The HELP curriculum reinforces and provides several opportunities for students to practice critical thinking and social skills. HELP will also focus on skills identified by the Washburn Portrait of a Graduate and the Service Learning curriculum. During HELP, weekly announcements and school and community events may be highlighted. HELP teachers also monitor student's academic progress and grades. HELP supports a culture of learning at Washburn High School and supports every student to be academically, socially, and emotionally successful.

### **Tutoring**

An academic tutor is available to assist students upon request. The hours and days that the high school tutor is available are posted on the tutor room door.

### **Knowledge Café**

When students demonstrate that they are not meeting the necessary academic criteria, they will be assigned to a certain teacher during "Knowledge Café" at the end of the school day. This time may also be used by students who are meeting academic benchmarks to enrich their learning. Opportunities include acceleration programs offered by the teaching staff and **Discovery Seminars** enrichment programs through the high school tutor. Students can talk to the principal about other possible enrichment opportunities.

### **What are Discovery Seminars?**

**Discovery Seminars** are research projects designed by **you!** Enhance your education by learning about a subject in which you've always been interested. Choose your topic and decide how you will present your research. Projects may be in the form of a written research paper, exhibit, website, documentary, or performance.

Successful completion of a **Discovery Seminar** project will earn you special **recognition** on your **Washburn High School transcript** and **commendation** for your efforts over-and-above the traditional high school diploma.

### **Discovery Seminar Objectives** include:

- . critical thinking and problem solving
- . research and reading skills
- . oral and written communication and presentation skills
- . self-esteem and confidence building

## **GRADUATION EXERCISES**

### **POLICY 5465**

Participation by graduating seniors in the commencement exercises is encouraged but not compulsory. However, since these exercises require planning and rehearsal, and the rehearsals are held during school hours on legal school days, it is expected that students who wish to participate in the exercises be present at the rehearsals. Failure to do so, except for legal reasons of absence, may be cause for excluding students from participating in the exercise.

Seniors who have deficiencies of more than one (1) credit will not be able to participate in formal graduation exercises. Those students who are one (1) credit or less deficient will be allowed to participate if they establish a written plan to remediate their deficiency. When the deficiency has been completed and proper proof of completion has been presented to the high school principal, the student will receive a signed diploma.

**Graduating students must have all school bills paid in full before students are allowed to participate in the graduation rehearsal and ceremony.**

All components of the graduation program are to be approved by the advisors of the senior class and the high school principal.

118.33, Wis. Stats.

121.02(1)(p), Wis. Stats.

## **WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP**

**(see POLICY 5451.01 for more information)**

Wisconsin's Academic Excellence Scholarship is a State supported program that offers scholarship recipients an exemption from specified tuition and fees for post high school education at eligible higher education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the graduating senior appropriate from the high school with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarship. The student and alternates must:

- A. be a resident of the United States;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for seven (7) consecutive semesters during their freshman, sophomore, junior, and senior year(s);
- D. be selected based on the Grade Point Average (GPA) on the student's official transcript as of the last day of the semester which ended just prior to February 25th.

Students enrolled under the Chapter 220 Program and full-time public school Open-Enrollment Program who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

Unweighted grades for seven (7) semesters will be used to compute grade point averages. The scholar's GPA shall be computed to as many places past the decimal point as necessary to determine a distinction between the scholars.

In the event of a tie involving the GPAs:

- A. the first tie breaker will be the ACT composite score; the scholar with the highest ACT composite score will be selected.
- B. the second tie breaker will be the highest sub-score on the ACT test;

A student may select English, mathematics, reading, or science to determine the highest sub-score. The next tie breaker will be the second, third, and fourth highest sub-scores in that order.

- C. in the event there is still a tie, a coin flip will determine the scholar.

The faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

Note: The amount of the Wisconsin Academic Excellence Scholarship is \$2250 per year for up to four years.

## **TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS**

**(see POLICY 5451.02 for more information)**

Wisconsin's Technical Excellence Higher Education Scholarship is a program that offers scholarship recipients scholarships for post high school education at eligible technical education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the senior from the high school with the highest levels of proficiency in technical education subjects as the scholar eligible to receive a Technical Excellence Higher Education Scholarship.

The following standards must be met to qualify for the Technical Excellence Higher Education Scholarship. The student and alternates must:

- A. be a resident of the United States
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for seven (7) consecutive semesters during their freshman, sophomore, junior, and senior year(s);
- D. be selected based on the highest levels of technical proficiency as of the last day of the semester which ended just prior to February 25th.

### **Level of Proficiency Criteria**

To be selected for this scholarship, a student must exhibit interest in and planning for a technical career and have an academic and career plan leading to a career in technical education. In addition, students awarded a TES scholarship must also have completed at least one of the following items: 1. be a CTE concentrator; 2. participation in a Youth Apprenticeship Program; 3. participated in a Career and Technical Training pathway as defined by DPI.

Students enrolled under the Chapter 220 Program and full-time public school Open-Enrollment Program who qualify based on the standards identified above are eligible for the Technical Excellence Higher Education Scholarship in the school they actually attend.

In the event of a tie involving the level of proficiency in technical education subjects:

- A. **the first tie breaker will be the GPA; the scholar with the highest GPA will be selected.**
- B. **in the event there is still a tie, a coin flip will determine the scholar.**

The faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same level of proficiency as alternates for the scholars or, if there is no remaining senior with the same level of proficiency, any remaining seniors with the next highest level of proficiency as alternates for the scholars.

Note: The amount of the TES is \$2250 per year for up to six semesters.

# **EXTRA-CURRICULAR ACTIVITIES AT WHS**

## **CLUBS AND OTHER ORGANIZATIONS**

American Field Service (AFS)/International Club  
Business Education Volunteers  
Clay Target League  
Ecology Club  
Forensics  
Gay-Straight Alliance (GSA)  
National Honor Society  
Nordic Skiing  
Quiz Bowl  
Student Government  
Visual Arts Classic

## **WIAA ATHLETIC ACTIVITIES AT WASHBURN HIGH SCHOOL**

### **MALE PARTICIPATION**

Alpine Skiing  
Basketball  
Cross Country  
Football  
Golf  
Soccer  
Track & Field  
Wrestling  
Hockey

### **FEMALE PARTICIPATION**

Alpine Skiing  
Basketball  
Cross Country  
Volleyball  
Golf  
Soccer  
Track & Field  
Wrestling

Clubs, organizations, and athletics, as well as working hard in the classroom, are great ways to be involved in your school. They also help pave the way for a successful future. So many different skills are gained in and out of the classroom: decision making, relationship building, communicating with others, organization (of time, people, resources, etc.), responsibility, problem solving, team work, independence, and maturity. Also, involvement in a variety of school activities or athletics is a great way to gain recognition for the future. These activities help you gain employment, scholarships, and admission to college. We encourage you to get involved and be a positive influence on others.

## **FULL-TIME STUDENT**

### **POLICY 5200.01**

The Board of Education defines a full-time student as a student enrolled in a Board-approved program.

Students who do not meet the standard identified above will be classified as part-time students.

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**NOTE:** Students must be full time students as described above to be eligible for participation in WIAA athletics.

## **GRADUATION REQUIREMENTS**

### **POLICY 5460**

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

The Board directs the District Administrator to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board-approved credit requirements.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board President, the District Administrator, and the Principal. A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

115.28, 118.30, 118.33, Wis. Stats.

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Students must attend high school for four years. However, students wishing to graduate at the end of their seventh semester may do so provided they have met criteria as established in the Early Graduation Policy 5464.

## **PORTRAIT OF A GRADUATE**

**(see POLICY 2131 for more information)**

A credit will be awarded based on a minimum of forty-four (44) minutes per class period, meeting five (5) times per week for thirty-six (36) weeks or 178 days for a minimum of 132 clock hours. Credit shall be awarded for classes taken at the high school as follows:

- A. One (1) credit is earned in a subject when the class meets daily and is passed for an entire year.
- B. One-half (1/2) credit is earned in a subject when the class meets daily and is passed for one semester or when the class meets every other day and is passed for one year.
- C. One-quarter (1/4) credit is earned in a subject when the class meets every other day and is passed for one semester.

Students shall be required to successfully complete twenty-six (26) credits in order to receive a diploma from Washburn High School. The specific credit requirements are as follows:

- A. 4 Credits of English
- B. 3 Credits of Social Studies
- C. 3 Credits of Math
- D. 3 Credits of Science
- E. 1 ½ Credits of Physical Education (maximum of ½ credit per year)
- F. ½ Credit of Health
- G. 1 Credit of Information Processing
- H. 1 Credit of Personal Finance
- I. 1 Credit of Fine Arts
- J. 1 Credit of Life Skills
- K. 7 Elective Credits

Forty (40) Hours of Service Learning (10 per year).

Beginning with the 2016-17 school year, districts, charter operators, and private choice schools may not grant a high school diploma until the student successfully completes a civics test. A student may re-take the exam until he/she passes.

The following specific courses are required for graduation:

English 9, 10, 11

Vocational English, College English, or AP English Literature

World History 9

U.S. History 10

Economics

American Government

3 credits of Math

Physical Science 9  
Biology 10  
1.5 credits of Physical Education  
Information Processing  
Personal Finance  
High School Health

Credits earned at other high schools may be accepted for those students transferring into Washburn High School. Specific course requirements may be adjusted by the principal to accommodate for differences in courses between schools. Students currently enrolled in Washburn High School may earn credit toward high school graduation through equivalent courses taken at the University of Wisconsin Extension, technical colleges, universities or other educational programs or institutions with the approval of the principal. The approval of the District Administrator shall also be required when the course(s) involves the payment of tuition costs by the District. The for-credit courses taken through independent and online accredited institutions will count toward the student's requirements for graduation. The grade for the course will be considered in calculating the student's GPA. Courses completed through technical colleges under the jurisdiction of the State of Wisconsin or approved correspondence schools may be accepted as credits toward a Washburn High School diploma for any person eighteen (18) years of age or older who is not properly enrolled in a public high school, but who has completed part of the education requirements at Washburn High School. Such courses shall be approved, prior to enrollment, by the high school principal as equivalent to high school course requirements. Washburn High School diplomas shall not be issued on the basis of General Education Diploma test results. The Washburn School District shall not issue a school diploma based solely on successful completion of General Equivalency Diploma (GED) testing requirements.

**The following courses may be used to fulfill the Fine Arts and Life Skills Requirements**

**Fine Arts**

Two Dimensional Art  
Three Dimensional Art  
Printmaking  
Art Studio  
Foundations of Visual Art & Design  
Design  
Photography  
Independent Music  
Chamber Choir  
Music Theory  
Jazz Ensemble  
Music Composition & Songwriting  
Piano/Keyboard  
Guitar  
Band  
Concert Choir  
History of Rock & Roll  
Show Time-The Broadway Musical  
Jazz Studies  
Intro to CAD Drawing

**Life Skills**

Food and Nutrition  
Independent Child  
Foundations of Early Childhood  
Introduction to Food Systems  
Global Foods  
Human Behavior  
Human Development and Relationships  
Spanish 1  
French 1  
Construction Systems 1  
Construction Systems 2  
Energy Systems  
Metals Processes  
Do It Yourself Tech Ed.

**It is the responsibility of the student to see that he or she has completed all of the credit requirements by the graduation date. It is strongly recommended that all students make arrangements to meet with the school counselor periodically throughout their high school career.**

Parent(s)/Guardian(s) who are concerned about their child's progress in a particular class are encouraged to contact their child's teacher. The school telephone number is (715) 373-6188. Teacher email addresses are available on the school website at [www.washburn.k12.wi.us](http://www.washburn.k12.wi.us) or by using the teacher's first initial and full last name @ washburn.k12.wi.us.

Parent(s)/Guardian(s) may also access information about their child's grades and progress via the internet through Skyward Family Access. This service is available 24 hours a day, seven days a week. Application forms to apply for a Family Access password can be downloaded from the school website ([www.washburn.k12.wi.us](http://www.washburn.k12.wi.us)) or by contacting the high school secretary (373-6188, ext. 100).

### **Service Learning**

The Washburn School District embraces Service Learning as part of a well-rounded curriculum. Service Learning is a learning strategy that incorporates meaningful community service with instruction and reflection to enrich the educational experience.

Yearly, Service Learning hours are a graduation requirement at Washburn High School. Students need to complete 10 hours of Service Learning per year for a total of 40 hours of Service Learning to graduate. Students who complete 80+ hours of Service Learning during their high school career will receive special recognition at graduation. Students cannot, for example, do all 40 hours in one year. Students that do not complete their yearly hours will be treated as credit deficient. If hours are not completed at the time of graduation, their diploma will be held until the hours are complete.

There will be a step-by-step process that students will follow to complete their Service Learning requirement. This process will be part of their HELP class. The Service Learning teacher will be the same as their HELP teacher.

### **Preparing for a 4 Year College or University**

The Wisconsin University System uses a holistic admissions process. This procedure provides for a comprehensive, individualized review of applicants. The policy stipulates a set of requirements that applicants must meet or exceed for consideration. It also provides criteria to be used in making selections from among the qualified applicants.

Academic factors (rigor and quality of high school curriculum, rank in class, grade point average, test scores (ACT/SAT), and trend in grades) will continue to be the most important consideration in the evaluation process. In addition to academic factors, other factors that will also be considered include, but are not limited to, student experiences, work experience, leadership qualities, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, whether the applicant is

socio-economically disadvantaged, and whether the applicant is a member of an historically under-represented racial or ethnic group.

Seniors will need to take at least four college preparatory courses each semester. The admissions directors are saying “Strong to the Finish” will be your best bet for college admission.

Each college has its own admission requirements such as a certain ACT score, class rank and/or grade point average. Some universities such as UW-Madison, UW-Eau Claire, UM-Twin Cities, and UM-Duluth also require a minimum of 2 years of the same foreign language. The University of Minnesota system also requires 4 years of a college preparatory math. In addition, some careers require more courses in special areas. For example, students who plan to major in engineering should take at least four years of mathematics as well as chemistry, physics, and computer science.

ACT Score: As part of the Wisconsin Student Assessment System, the ACT with writing is given to juniors in March. Students testing with standard time or ACT approved accommodations can use this test score for college applications. If a student would like to retake the ACT, applications may be completed online at [www.actstudent.org](http://www.actstudent.org). Some colleges require the SAT instead of the ACT. Some college require one or more SAT subject tests. See the school counselor and/or the individual college website to be sure that the proper test is taken for admission. The best preparation for an acceptable test score is to successfully complete the work covered in regular high school academic courses.

Class Rank: Class rank is determined by comparing a student’s cumulative grade point average to that of the other students in the class. Most UW System universities require a class rank in the top half of the graduating class or better. These requirements can change from year to year. Therefore, it is important for students to do their best in their courses to keep their college options open.

## **Preparing for Vocational or Technical College**

Technical Colleges provide a broad range of programs and career opportunities. To prepare for these programs, students should generally follow the four year college preparatory program in high school. However, students should take the high school technical classes related to their area of career interest. Technical schools expect all entering students to have a solid technical skills background and a solid academic (math, English, science, social studies) foundation. The entrance requirements for the various technical programs and careers vary widely. In general, students are required to take an entrance or placement exam and complete an interview with the college admissions staff.

Many technical college programs fill up quickly. For this reason, students who plan to apply to a technical college should submit their applications as soon as possible in the fall of their senior year to have the best chance of getting into the program of their choice.

See the school counselor for more information and assistance in planning for college admission.

## SAMPLE SCHEDULE

The following is a sample four year schedule at Washburn High School. The courses marked with an asterisk (\*) are required courses to be taken during that year. Courses marked with a tilde (~) are required courses that can be taken any year. The remaining courses are electives which should be selected based on personal interest and career goals. Please keep in mind that if a required course is failed, that course must be repeated.

### FRESHMAN

English 9\*  
Math\*  
Physical Education~  
Physical Science 9\*  
World History 9\*  
Information Processing~  
Fine Arts or Life Skills~  
1-2 Electives

### SOPHOMORE

English 10\*  
U.S. History\*  
Math\*  
Biology 10\*  
Physical Education~  
Health~  
Fine Arts or Life Skills~  
Personal Finance~  
1-3 electives

### JUNIOR

English 11\* (regular or Vocational)  
Government\*  
Economics\*  
Physical Education~  
Science~  
Math\*  
2 or more electives

### SENIOR

English\*(College, Vocational, or AP Lit)  
Physical Education (if needed)  
Any other required courses  
5 or more electives

**Note:** "Skinny" classes meet for one class period per day either for the year (1 credit) or semester (.5 credit).  
"Block" classes meet for two class periods per day for a semester (1 credit).

## VISUAL ARTS & DESIGN

Except for Independent Art, art courses can only be taken once during your high school years.

**Course Title:** Foundations of Visual Art & Design  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 Credit (Skinny)

**Course Description:** This course is a structured area of study meant to serve as an overview for the visual arts. Studio projects (art production) will be the focus of the class, but class studies will also include art history, aesthetics, and art criticism. The basic elements and principles of design will be addressed with each studio assignment. Emphasis will be placed on critical thinking, planning, and visual problem solving. Mediums include but are not limited to, drawing, painting, sculpture, ceramics, fibers, mosaic, collage, batik, printmaking, and design. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Two Dimensional Art  
**Pre-requisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This studio course focuses on two-dimensional visual organization and skills through the basic techniques of drawing and painting. Perspective, observational drawing, proportion, shading, composition, color mixing, depth, and the elements and principles of design will all be explored. Mediums include, but are not limited, to pencil, charcoal, pastel, oil pastel, marker, graphite, pen & ink, colored pencil, watercolor, crayons/pencils, acrylic, and oil paints. Technical skills, as well as critical thinking skills, will be emphasized. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Three Dimensional Art  
**Pre-requisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This studio course focuses on a variety of reductive and additive processes used to compose sculptures in a wide range of mediums. These include, but are not limited to, paper mache, found object assemblages, ceramics, plaster casting, and carved block. Students will have the opportunity to use hand built techniques or the potter's wheel with clay. Three dimensional studio projects are used as a basis for creative development, aimed at gaining sensitivity in the composition, observation, and analysis of sculptural form. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Photography  
**Prerequisites:** None  
**Grade Level:** 11-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This course explores the principles of digital and black/white photography. Students will learn the rules and techniques to take quality photographs. Photoshop 6.0 software will be used to enhance and modify digital photos. Students will need to provide their own working Single Lens Reflex (SLR) camera that can be used to take photos with black and white film, then process the film, and make prints in the darkroom. Students will be expected to display their work as well as keep up a portfolio of their work.

**Requirements:** Students must be able to work independently with guidance. Students need a decent digital camera that can make adjustments for different picture taking situations. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Art Studio  
**Prerequisites:** At least two other high school art classes (Recommended FVAD and 2D or 3D)  
**Grade Level:** 11-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** Art Studio is an upper level art course designed for those students who wish to explore art further than what is offered in the regular art curriculum. Students taking Art Studio will establish goals for individual growth and exploration of their own interests and style in their study of the visual arts. After agreeing upon goals for each quarter, the teacher and student will lay out an expected number of projects/assignments along with approximate dates of completion. In addition to the aforementioned art projects, the student will be responsible for completing both written and reading assignments related to the visual arts as well as a cohesive final portfolio for the semester. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Printmaking  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This studio course introduces basic printmaking processes and equipment with equal emphasis on concept and technique. Students are exposed to a variety of print media and methods, including but not limited to: relief printmaking (linoleum, balsa foam, wood block), calla graph, monotype prints, and screen-printing. Technical skills as well as critical thinking skills will be emphasized. **This course may be used to fulfill the Fine Arts Requirement. (Offered in 2016-17)**

**Course Title:** Design  
**Prerequisite:** Foundations of Visual Art & Design  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This course focuses on design and how it impacts the way we live. Students will investigate the elements and principles of design in depth and apply them

when solving design-based problems using critical thinking. Topics include but are not limited to: typography and graphic design, advertising design, packaging design, media literacy, architecture, fashion design, and interior design. **This course may be used to fulfill the Fine Arts Requirement. (Offered in 2017-18)**

## **BUSINESS EDUCATION**

**Transcribed Credits:** Washburn High School and Wisconsin Indianhead Technical College are partnering to offer students transcribed credit with Mrs. Paula Eskola. In transcribed credit courses, students can receive both high school and college credit if they earn a grade of “C” or better in the course during the school year that a letter of intent is completed, signed, and forwarded to WITC.

**Advanced Standing Credits:** Courses that have been approved for Advanced Standing from WITC provide high school students the opportunity to obtain advanced standing upon successful completion of high school coursework that is comparable to college coursework. To receive credit for these courses at WITC, a student must earn a grade of “B” or better. The student is granted technical college credit only after enrolling at the college and providing documentation that the articulation agreements were met.

<b>Course Title:</b>	<b>Information Processing (Required)</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>1 credit (Block)</b>
<b>College Credits:</b>	<b>3 Transcribed credits</b>

**Course Description:** During this course, the complete touch method of using the keyboard is reinforced along with printing techniques. This experience will acquaint the student with the home row and encourage correct keyboard technique. A project is included in the class. Students will also use a practice site for technique practice. The student is introduced to the parts of a business computer and the care of equipment. Emphasis is placed on formatting styles which include but are not limited to: letter styles, charts, tables, a variety of report formats, memorandums, endnotes, footnotes, references, outlines, introductory desktop publishing, and a presentation program. This course also encourages the integration of programs. Several types of professional software will be introduced, including, but not limited to, Microsoft Office 2013 and the Corel Suite 2000. New software may be implemented in lieu of the above mentioned software.

<b>Course Title:</b>	<b>Personal Finance (Required)</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>1 credit (Skinny)</b>
<b>College Credits:</b>	<b>3 Transcribed credits</b>

**Course Description:** This course will help students navigate the financial decisions they face today and tomorrow. The information gleaned from this course teaches financial management skills. The content of the course includes: personal financial planning, finances and career planning, money management strategies, consumer purchasing and

protection, banking, consumer credit, the finances of housing, saving and investing, stocks, bonds and mutual funds, real estate and other investments, planning tax strategies, home and motor vehicle insurance, health, disability, and life insurance, retirement and estate planning, types of business ownership, developing a business plan, developing a financial plan, sources of funding, financial accounting, managing payroll and inventory, and pricing, costing and growth.

**Materials required:** 3-ring binder

<b>Course Title:</b>	<b>Accounting</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>10-12</b>
<b>Course Credit:</b>	<b>1 credit (Skinny)</b>
<b>College Credits:</b>	<b>2 Transcribed credits</b>

**Course Description:** This beginning accounting course is an introduction to the basic accounting cycle for a service business, for a merchandising business, and for a merchandising business organized as a corporation using a double entry system. Financial procedures will be used to help make decisions about planning, organizing, and allocating resources. An accounting simulation may be included. Aplia computerized accounting will be included within this course. Students will also be introduced to Excel and a calculator App. An e-book as well as a text book will be utilized by students.

**Materials required:** 3-ring binder, pens, pencils

<b>Course Title:</b>	<b>Marketing, Management, or Combination</b>
<b>Prerequisites:</b>	<b>Information Processing</b>
<b>Grade Level:</b>	<b>10-12</b>
<b>Course Credit:</b>	<b>1 credit (Skinny)</b>
<b>College Credits:</b>	<b>3 Advanced Standing credits (Marketing and Management)</b>
	<b>4 Transcribed credits (Business Occupations)</b>

**Course Description:** This course is designed for students who want to specialize in business or a related field upon completion of high school or post-secondary school. Students may select from two different pathways: Marketing or Management. If the Integration of professional software is utilized throughout all of the courses. Marketing will include world marketing, business and society skills for marketing, selling, promotion, distribution, pricing, and employability. Management informs students about choosing employees, picking locations for a business, facing management challenges, and dealing with global issues. A Business Combination course is an introduction to all three courses. Emphasis will depend on the student's future goals.

**Materials required:** 3-ring binder

**Course Title:** Introduction to Business  
**Prerequisites:** Information Processing  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Skinny)  
**College Credits:** 1 Transcribed credit

**Course Description:** Course description under revision. (Offered in 2017-18)

**Materials required:** 3-ring binder

**Course Title:** Computers in Society  
**Prerequisites:** Information Processing  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Skinny)  
**College Credits:** 2 Transcribed credits

**Course Description:** In this course, students will be given an opportunity to use software utilized in business or post-secondary schools. Students will receive hands-on experience using the Microsoft Office Professional 2013 suite of products. Voice activated software (Dragon Naturally Speaking 8.0) may be introduced if time permits. Excel will be used to create spreadsheets, create graphics, and manipulate data. Critical thinking skills will be stressed through the use of a variety of simulations. Integration of the software package will be included in the course work. New software may be implemented in lieu of the above mentioned software. Power Point 13 presentation software will be used for professional presentations on tourism, post-secondary education facilities, and as a kiosk visual for advertisements. (Offered in 2016-17)

**Materials required:** 3-ring binder

## ENGLISH

**Course Title:** English 9 (Required)  
**Prerequisites:** None  
**Grade Level:** 9  
**Course Credits:** 1 credit (Block)

**Course Description:** This course focuses on preparing the ninth grade English student for the high school English curriculum as well as reading and writing effectively across the curriculum. Reading literature for appreciation and knowledge of literary conventions, along with interpretation and analysis of the short story, non-fiction, poetry, and the novel are main components of the course. Shakespearean drama is introduced in the first year as well. Critical thinking skills, following reading selections of literature are practiced and enhanced in both discussion and written assignments. Grammar and usage of the English language, and vocabulary development are taught through written assignments, as well as a specific course of study. Students will complete a career unit suited specifically to the high school level individual. Use of the writing process and use of word processing for formal assignments is required.

**Course Title:** English 10 (Required)  
**Prerequisites:** English 9  
**Grade Level:** 10  
**Course Credits:** 1 credit (Block)

**Course Description:** English 10 is a general language arts course with an emphasis on oral communication. Students develop oral language skills through frequent class discussions, oral presentations, and formal speeches. Students will also be exposed to various genres of literature that they will read, interpret, analyze, and respond to. Several forms of writing are introduced including descriptive, narrative, and analytical essays, and creative works such as stories and poems. Grammar, vocabulary, and spelling are taught through students' writing assignments as well as through the literature we read in class. In addition, students are exposed to various career options as part of a unit on the world of work using an online program called Career Locker.

**Course Title:** English 11  
**Prerequisites:** English 10  
**Grade Level:** 11  
**Course Credits:** 1 credit (Block)

**Course Description:** The main focus for third year, first semester English is the study of American Literature from colonial to modern times. Discussion, utilization of critical thinking skills, and written assignments follow selections read. Essay tests are given after each unit. Modules of speech, grammar, and composition are part of the course as well as weekly spelling and vocabulary activities. Grammar and usage of the English language are reviewed in relation to the written composition. A self-paced reading unit, comprised of a broad selection of reading options, has several objectives for students: meeting personal reading goals, literary analysis, and completing follow up assignments with quality material and in a timely manner along with a career unit focusing on post-secondary options. Library work in conjunction with one research paper is required. Journalizing and class discussion on literature are a part of the daily work. Students are required to use word processing programs for much of the formal writing.

**Course Title:** English 11 – Vocational  
**Prerequisites:** English 10  
**Grade Level:** 11  
**Course Credits:** 1 credit (Skinny)

**Course Description:** This class is designed for the student who aspires to continue pursuing education at a technical college after graduation or going directly into the work force. It is not a college preparation class so will not qualify students to take College English in the 12<sup>th</sup> grade year. In Semester I, students will study American literature focusing on reading comprehension, interpretive skills, and writing response skills. Weekly vocabulary and journaling will be a focus as well. Semester II will be comprised of a reading unit of self-selected material with writing follow ups and continued work on vocabulary. Students will continue to work on every day writing activities and a career packet during this semester.

**Course Title:** English 12 - Vocational  
**Prerequisites:** English 11  
**Grade Level:** 12  
**Course Credits:** 1 credit (Skinny)

**Course Description:** This course is designed to meet the needs of the regular English student. An extensive unit on career development is taught with the emphasis on job applications, resumes, cover letters, the interviewing process, and electronic portfolios. Novel evaluation, reading of current literature, and evaluation of newspapers, the media, and advertising are requirements of the course. Grammar, usage of the English language, and vocabulary development are taught in relation to written composition. This course **will not** meet entrance requirements for a 4-year college and most 2-year colleges. It **will** meet the technical college entrance requirements.

**Course Title:** College English  
**Prerequisites:** English 11  
**Grade Level:** 12  
**Course Credits:** 1 credit (Block)

**Course Description:** This course is designed to prepare students who plan to attend a college or university. Students will study English literature and analyze how the historical background influences the literature. Students will also be exposed to various genres of literature that they will read, interpret, analyze, and respond to. Various forms of writing are mastered including descriptive, narrative, expository, argumentative, and analytical essays, and creative works such as stories and poems. Grammar, vocabulary, and spelling are taught through students' writing assignments as well as through the literature read in class. Students will also become more prepared for life at college and beyond through a career unit. An informative/persuasive research paper on a selected topic and an analytical term paper on a literary work are requirements of the course. All papers and assignments for this class will be typed using MLA format.

**Course Title:** AP English Literature and Composition  
**Prerequisites:** English 11  
**Grade Level:** 12  
**Course Credits:** 1 credit (Skinny)

**Course Description:** AP English Literature and Composition is designed for students with a particular interest in English. "An AP course in English Literature and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing" (College Board, AP Course Descriptions 39). AP English is both demanding and stimulating. We will read complex, advanced texts and critically analyze and discuss them looking at elements of theme, literary devices, structure, and rhetorical strategies. This course will require students to read extensively and write several analytical essays about works read in class. It will require students' best effort consistently, and emphasizes developing independence of thought and mature habits of critical thinking. Students will be required to complete summer reading to

prepare for the demands of the class. This course is open to seniors who have received recommendation from the sophomore and junior English teachers, and applicants are required to sign a contract about the requirements of the course, including taking the AP exam. Students who do well on the AP exam can qualify for English credit(s) in College.

<b>Course Title:</b>	<b>Yearbook</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credits:</b>	<b>1 credit</b>

**Course Description:** This course will cover the process of creating a yearbook through an online desktop publishing program produced by Jostens. Students will learn the publishing business by developing, publishing, and marketing the school's yearbook. They will be using digital cameras to take photos for the yearbook and the Adobe Photoshop program to enhance them. Quality, error free work and deadlines are important and will be stressed. Students will be required to work on the fundraisers coordinated to help pay for the yearbook. Students will be also taking digital photographs using their own digital cameras to develop a portfolio of photographs enhanced using Photoshop techniques and take photos using correct photographic guidelines. The creation of the senior slide show will be included in this class along with producing posters and programs for music concerts.

**Equipment requirements:** Digital camera and batteries.

**Major Course Goals and Objectives:** At the completion of this course, students will be able to critique good desktop publishing in publications. They will understand the process of publishing a book. They will learn to take quality photos, come up with a system for organizing online files, work co-operatively in a team, be able to proofread accurately, be creative in page layouts, be comfortable in approaching business personnel for ad sales, and be able to meet deadlines. The requirements will be flexible depending on work needed to be done at the school level.

<b>Course Title:</b>	<b>Science Fiction</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>11-12</b>
<b>Course Credits:</b>	<b>.5 elective credit (Skinny)</b>

**Course Description:** In this course we will explore a variety of science fiction short stories and novels, both classic and modern. In addition, we will watch several film versions of science fiction classics and compare them to their print versions. We will analyze how themes in science fiction works have modern social and political relevance. Students will also have the opportunity to write their own science fiction stories. **(Offered 2017-18)**

<b>Course Title:</b>	<b>Greek Literature &amp; Philosophy</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>11-12</b>
<b>Course Credits:</b>	<b>.5 elective credit (Skinny)</b>

**Course Description:** This course is an introduction to the literature and philosophy of the ancient Greeks. Students will explore Greek works of fiction and non-fiction which make up the foundation of all literature and beliefs in the Western Tradition. We will read the works of Homer, Sophocles, Sappho, Socrates, Plato, and Aristotle and apply them to modern themes. This course will allow students to be exposed to various cultures and histories, and provide them with a broad global perspective. **(Offered 2016-17)**

**Course Title:** Independent Literature  
**Prerequisites:** Approval of instructor  
**Grade Level:** 9-12  
**Course Credits:** .5 credit per semester

**Course Description:** This course is for the student who loves reading or who wants to improve his or her reading skills. Students will self-select reading material from the teacher's collection or from outside the collection with teacher approval and do follow up activities relevant to the text. Literature selections should be at or above grade level of the independent reader. Students will complete as many works as possible in the given time frame with quality follow up written pieces or other related projects. This course can be taken for one semester only.

**Course Title:** Independent Creative Writing  
**Prerequisites:** English 9, 10 & 11  
**Grade Level:** 11 & 12  
(Grade 10 with instructor permission)  
**Course Credit:** .5 elective credit

**Course Description:** This course is an independent study in Creative Writing for students who desire additional writing experience beyond what the English 9-12 courses offer. Students will do daily writing exercises in a journal, read excerpts from several books on writing, write several creative works, and be involved, at least once a week, in peer discussion and critique sessions. Genres of writing covered in this course include magazine article writing, personal narratives, short stories, poetry, and dramatic plays/screenplays. The course will also utilize an online component where students will post responses to questions, publish their work for peer review, respond to each other's work, and participate in discussions about various topics.

## **FAMILY AND CONSUMER SCIENCE**

**Course Title:** Independent Child Elementary  
Volunteer Program  
**Prerequisites:** See below  
**Grade Level:** 9-12  
**Course Credit:** .5 credit per semester

**Prerequisites include:**

- 1) *A special interest in children and plan a career in a child development field*
- 2) *Evidence of an excellent attendance record*
- 3) *One completed recommendation form*

**Course Description:** This course involves working at the Washburn Elementary School with a supervising teacher to tutor or mentor students, and/or assist elementary teachers. Students taking part in this program will keep a journal of their experience. **Students need to have prior approval from Ms. Kochevar before signing up for this class.** If you are a self-motivated, dependable, and trustworthy person, this class can provide you with valuable experience for your future career. Students must have an excellent attendance record to be considered for this class. **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Food and Nutrition  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Block)

**Course Description:** This course integrates culinary skills with nutrition and gardening. Students learn how to choose and prepare a variety of whole, nutritious foods from scratch. Students will gain skills in food safety, basic cooking techniques, and preservation techniques including freezing, drying, and canning. What is the story behind the food you eat? Students explore the relationship between food, health, culture, and the environment. **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Global Foods  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Block)

**Course Description:** This course will take a tour around the globe, stopping at the most delicious countries along the way to learn about culture, sense of place, and ethnic foods. We will focus on food preparation techniques as well as the hospitality, tourism, and recreation industry. This course is for adventurous eaters! **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Foundations of Early Childhood Education  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny),  
3 Transcribed Credits

**Course Description:** This is a dual credit course between WITC and Washburn High School. After completing this course, students will earn 3 college credits from WITC. This course introduces students to the early childhood profession. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities

of early childhood education professionals; explore early childhood curriculum models: and analyze the principles of the Wisconsin Model Early Learning Standards. Caregiving skills for infants and toddlers will also be explored through the “RealCare Reality Baby Simulation: program. **(Offered in 2016-17)**

**Course Title:** Food Science  
**Prerequisites:** Global Foods or Food and Nutrition, and Physical Science, or by instructor approval  
**Course Credit:** 1 credit (Block)

What are the scientific principles that make food taste great? In this course students explore the scientific concepts that help make baked goods delicious, how to make perfect eggs, and why a seared steak tastes so much better than boiled. Through cooking experiments we will learn about microbiology and chemistry in a tasty way! We will also study the science behind flavoring, the senses, and preserving foods. Each week we will do an edible experiment and look at the science behind how it all works. Not only will chemical principles be examined, but also biochemical, biological, microbiological, and maybe even a little physics. **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Investigating Food Systems and Sustainability  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This foods and social studies class allows students to explore sustainable food production through community-based research, field trips to local farms, and interviews. Students will create a collaborative visual project about sustainable food systems that can be shared at our own pop-up art show. Students will manage the high school high tunnel including making decisions about planting, harvesting, and maintenance. The educational objectives are to engage students in community-based research through a collaborative project; to integrate systems-based analysis with community assessment and planning; advance interdisciplinary thinking and research skills through the lenses of sustainability; develop multimedia and digital skills; and introduce students to civic learning and participatory democracy. **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Agripreneur Apprenticeship  
**Prerequisites:** Must be entering 9-11 grade; be enthusiastic about farming and gardening; have an interest to learn about packaging and processing food; work well with others; enjoy working independently; be punctual; and have reliable attendance

**Course Description:** This is a summer school apprenticeship program involving work in the high tunnel. Selected students will work cooperatively with other student apprentices and support staff to manage food production and process produce. Tasks include:

- Weekly maintenance in the high tunnel including irrigation maintenance, pruning and trellising, weeding, harvesting
- Develop marketing strategies and packaging for produce
- Attend all trainings, hands-on learning sessions, and farm and facility tours

Students completing the apprenticeship will earn a \$500 stipend, .5 credit of electives and have an opportunity to take home fresh produce throughout the growing season.

**Apply through Mrs. Nelson or Mrs. Kochevar**

## **FOREIGN LANGUAGE**

<b>Course Title:</b>	<b>Spanish 1</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>1 credit (Block)</b>

**Course Description:** This class will cover basic vocabulary and structures such as present tense and common irregular verbs (such as *estar* and *ser*) enabling students to communicate in Spanish at a beginning level. There is a focus on interpersonal, interpretive, and presentational communication through listening, comprehension, speaking, reading, writing, and gaining respect for other cultures. Study incorporates the Five C's of the Foreign Language Standards: Communication, Culture, Comparisons, Communities, and Connections. Students will be introduced to the varied cultures of the Spanish world and to effective ways to learn a second language. Topics likely to be covered include: greetings, calendar, describing oneself and others, school, leisure activities, food, family, and travel. Songs, stories, and games are often used in class to aid in memorization. **This course may be used to fulfill the Life Skills Requirement.**

<b>Course Title:</b>	<b>Spanish 2</b>
<b>Prerequisites:</b>	<b>Spanish 1 or proficiency by exam</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>1 credit (Block)</b>

**Course Description:** Students in Spanish 2 will review and build upon what they have learned in Spanish 1 centered on the Five C's of the Foreign Language Standards (Communication, Culture, Community, Comparisons, and Connections). The ability to communicate will improve as students learn additional vocabulary and how to talk about events in the past and future and use reflexive verb structures. In Spanish 2, we continue to communicate in interpersonal, interpretive, and presentational modes with more emphasis on writing, reading, and conversations. The following topics will likely be covered: vacations, home and community, shopping and clothing, health, the environment, and celebrations. Popular music, film, and stories will enrich cultural and linguistic knowledge.

<b>Course Title:</b>	<b>Spanish 3</b>
<b>Prerequisites:</b>	<b>Spanish 2 or proficiency by exam</b>
<b>Grade Level:</b>	<b>10-12</b>
<b>Course Credit:</b>	<b>1 credit</b>

**Course Description:** This class is a continuation of Spanish 2 and is appropriate for college-bound students and/or those with an interest in increasing their proficiency in the language. Study through the year incorporates the Five C's of the Foreign Language Standards (Communication, Culture, Community, Comparisons, and Connections). Students will begin to read, understand, and use preterite, imperfect, commands, the future tense, and the subjunctive mode so that they can talk and write about events in the past, present, and future. Students will read and discuss short literature selections, learn popular song lyrics, and watch Spanish language films to expand their cultural and linguistic knowledge. Students may have the opportunity to prepare basic language lessons and teach them to second grade students at the elementary school in order to reinforce skills and share their language with the larger school community.

**Course Title:** Spanish 4  
**Prerequisites:** Spanish 3 or proficiency by exam  
**Grade Level:** 11-12  
**Course Credit:** 1 credit

**Course Description:** This course is a continuation of Spanish 3 and is especially targeted for students who want to pursue Spanish fluency and try to gain credit on college entrance exams. Students will build on the grammatical structures from Spanish 3 and begin to use them in open ended conversations. Students will work more with prepositions, conditional tense, and direct and indirect objects. Students will choose two research projects throughout the year, one based in a work of literature and the other in research on a country or issue within Spanish speaking countries. Students will write essays and present in Spanish to their peers. As in Spanish 3, students will read short literature selections, watch Spanish language films, learn popular song lyrics, and have the opportunity to teach Spanish to elementary students.

**Course Title:** French 1 (*offered in alternate years with French 2*)  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** 1 credit

**Course Description:** This class will cover basic vocabulary and structures enabling students to communicate in French at a beginning level. There is a focus on listening, comprehension, speaking, reading, writing, and gaining respect for other cultures. Topics covered include: greetings, calendar, describing oneself, school, food and clothing. **This course may be used to fulfill the Life Skills Requirement. (Offered 2017-18)**

**Course Title:** French 2 (*offered in alternate years with French 1*)  
**Prerequisites:** French 1 (or proficiency by exam)  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Skinny)

**Course Description:** This course will expand on the vocabulary and grammar learned in French 1, centered on the Five C's of the National Foreign Language Standards (Communication, Culture, Community, Comparisons, and Connections). There is an

emphasis on cultures of the French speaking world as well as on listening, comprehension, speaking, reading, and writing using the interpersonal, interpretive, and presentational modes. Songs and active learning reinforce the concepts and vocabulary being taught. Students will learn to describe action in the past and future as well as present tense. Themes covered include: food and clothing, city life, shopping and vacations, travel, and celebrations. **(Offered 2016-17)**

## HEALTH EDUCATION

<b>Course Title:</b>	<b>Health Education (Required)</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>.5 credit (Skinny)</b>

**Course Description:** The Health course is designed to help students improve their health knowledge and attitudes in ways that will facilitate personal decision making and positive health behaviors. The course meets daily during the semester and provides classroom and outside activities. Topics covered may include physical activity and nutrition, mental and emotional health, promoting safe and healthy relationships, personal care and body systems, human growth and development, American Red Cross First Aid and CPR, tobacco, alcohol, and other drugs, diseases and disorders, injury prevention and care, and environmental health.

## MATHEMATICS

Students entering high school are expected to be able to: interpret graphs, do calculations using fractions both with and without a calculator, convert from one unit to another in both the customary and metric systems, use proportions, use some of the basic concepts of geometry, find perimeter and area of simple geometric figures, use the Pythagorean Theorem, and find the probability of a simple event.

Students at Washburn High School are required to successfully complete 3 credits of mathematics. A typical 4-year program includes 2 years of algebra, 1 year of geometry, and 1 year of pre-calculus or statistics and probability. Accelerated math students typically complete calculus. Any student who plans to attend a 4-year University of Wisconsin school after high school must take at least Algebra I, Algebra 2, and Geometry. Individual colleges and universities may have additional math requirements.

<b>Course Description:</b>	<b>Algebra Readiness</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9</b>
<b>Course Credits:</b>	<b>1 credit</b>

**Course Description:** Algebra Readiness is a course designed to help students gain skills required to be successful in Algebra. It will explore the topics that students commonly struggle with to help fill in any missing math knowledge. The course will be a year-long offering. Topics covered include: a review of math facts, with an emphasis on multiplication

up to 12, evaluating expressions, order of operations, unit analysis, and formulas. In addition, students will review adding, subtracting, multiplying, dividing, and simplifying fractions. More topics in the course include adding, subtracting, multiplying, and dividing decimals, as well as converting a decimal, fraction, and percent form of a number into any of the other forms. The course will also delve into adding, subtracting, multiplying, and dividing integers, which includes work with negative numbers. The course will also focus on rational numbers and their properties, including the differences and similarities between them and integers. More topics in the course include exponents and their properties, including negative exponents. Students will have a small exposure in geometry through the study of square roots and the Pythagorean Theorem. Students will solve one-step and two-step equations, and inequalities, as well as those involving decimals and fractions. Finally, students will learn about linear equations in two variables, including graphing on a coordinate plane, graphing different forms of lines (including horizontal and vertical lines), find slopes of graphed lines, and problem solve real life situations with equations in two variables.

**Course Title:** Algebra 1  
**Prerequisites:** Successful completion of 8th grade math or Algebra Readiness  
**Grade Level:** 9-11  
**Course Credits:** 1 credit

**Course Description:** A first course in college and technical school preparatory mathematics for all students interested in pursuing higher education after graduation from high school. Topics covered are variables, linear and quadratic equations, solution of simultaneous linear equations, graphing, and application to word problems. Students will be introduced to statistics through visual interpretation of data.

**Supplies/Equipment Required:** Scientific calculator may be useful but not always allowed.

**Course Title:** Geometry  
**Prerequisites:** Algebra I (Recommended after Algebra 1)  
**Grade Level:** 9-12  
**Course Credits:** 1 credit

**Course Description:** This is an introductory course in plane and solid geometry, emphasizing formal proof, for all students interested in entering technical school or college after graduation.

**Course Title:** Algebra 2  
**Prerequisites:** Algebra 1 (Recommended after Geometry)  
**Grade Level:** 9-12  
**Course Credits:** 1 credit

**Course Description:** This course is a continuation of Algebra 1 with emphasis on more complete mathematics skills. Topics include radicals and exponents; introduction to imaginary and complex numbers; multiplication and factoring of polynomials; rational expressions; functions including first and second degree equations and their graphs;

matrices; solution of equations and inequalities; and solution of systems of equations. This course is a prerequisite for advanced math.

**Supplies/Equipment Required:** Graphing calculator will be used frequently.

**Course Title:** Pre-Calculus  
**Prerequisites:** Algebra 1, 2 & Geometry  
**Grade Level:** 10-12  
**Course Credits:** 1 credit

**Course Description:** This course is designed to prepare students for college math at the pre-calculus or calculus level. It is highly recommended for those interested in majoring in business, math, or any of the sciences (biology, chemistry, physics, geology, etc.). The course includes conic sections, advanced work on equation solving, functions, graphing techniques; trigonometry, exponential and logarithmic functions, sequences and series, limits of series and functions and graphing of equations of third, and greater degree; and introduction to derivatives. Students will learn the use of graphing utilities at the introductory level.

**Supplies/Equipment Required:** Graphing calculator will be used frequently.

**Course Title:** Calculus  
**Prerequisites:** Algebra 1, 2, Geometry & Pre-calculus  
**Grade Level:** 11-12  
**Course Credits:** 1 credit

Calculus will begin with a brief review of polynomials, trigonometry, exponential, and logarithmic functions to prepare students for their study of calculus. Some of the topics that may be taught in the course include limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration. This course is designed for PreCalculus students that would like to continue to take Calculus in high school but would rather not take Advanced Placement (AP) Calculus.

**Supplies/Equipment Required:** Graphing calculator will be used frequently.

**Course Title:** AP Calculus  
**Prerequisites:** Pre-calculus  
**Grade Level:** 11-12 or Approval of instructor  
**Course Credit:** 1 credit

**Course Description:** The AP Calculus Course is divided into two main sections. First, students will be developing the concepts of the derivative through topics such as rates of change, finite and infinite limits, continuity, the relationship between tangent lines, slopes, and derivatives, rules for differentiation, and applications of the derivative. The second half of the course will focus on integrations through topics such as the relationship between

estimating sums and definite integrals, the Fundamental Theorem of Calculus, slope fields, antiderivatives, substitution method, area between curves, volumes of solids, and applications of the integral. Students will have an opportunity to take the AP test at the end of the course.

**Course Title:** College-Prep Mathematics  
**Prerequisites:** Algebra 1, 2 & Geometry  
**Grade Level:** 11-12  
**Course Credits:** 1 credit

College-Prep Mathematics is a course offered for college-bound students who would like to solidify their understanding of college preparatory mathematics (Algebra 1, Geometry, Algebra 2, and Trigonometry). Emphasis will be placed on application. The teacher will place focus on concepts and topics depending on the needs of the specific group of students in the course. This course would serve as a great senior-level course for college bound seniors as well as a course to solidify understanding of this content prior to taking PreCalculus in high school.

**Supplies/Equipment Required:** Graphing calculator will be used frequently.

**Course Title:** AP Statistics and Probability  
**Prerequisites:** Algebra 1 and 2  
**Grade Level:** 11-12  
**Course Credits:** 1 credit

**Course Description:** In this course, students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to five themes: exploring data, visualizing data, sampling and experimentation, probability, and statistical inference. Students pursuing a career in science, math, social science, or business are encouraged to take this class as they will be required to take this course as part of their degree program. Students will have an opportunity to take the AP test at the end of the course. Students planning to do this option will need to be involved in additional preparatory activities.

**NOTE: Some colleges do not consider Statistics to be a math class in place of Algebra 2. This statistics course, however, does count as adding rigor to your high school schedule.**

**Supplies/Equipment Required:** T183+ calculator or better.

**Course Title:** Technical Math  
**Prerequisites:** Algebra Readiness or other math course  
**Grade Level:** 10-12  
**Course Credit:** 1 credit

**Course Description:** This technical course begins with a review of basic arithmetic skills and continues with the application of these skills. Problem solving involving fractional and decimal dimensions are emphasized as well as the use of introductory Algebra through the

utilization of formulas and the solution of first degree equations.

This class is eligible for Advanced Standing in the Wisconsin Technical College system. Advanced Standing means that if you pass the class with a B or higher, you will have “banked” math 355 or equivalent at WITC or any other Wisconsin Technical College and not have to retake it. Math 355 is a three (3) credit math class required for all trade classes (Welding, Machine, and Marine) at WITC. For more information please go to: [www.witc.edu/adult/advstandtechprep.htm](http://www.witc.edu/adult/advstandtechprep.htm)

<b>Course Title:</b>	<b>Life Skills Math</b>
<b>Prerequisites:</b>	<b>Algebra Readiness or other math course</b>
<b>Grade Level:</b>	<b>10-12</b>
<b>Course Credit:</b>	<b>1 credit</b>

**Course Description:** In this course students will focus on math use in everyday life such as car loans, credit cards, mortgages, home improvement and construction projects, and other practical applications.

## MUSIC

<b>Course Title:</b>	<b>High School Concert Band</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credit:</b>	<b>1 credit (Skinny)</b>

**Course Description:** The Concert Band meets five days per week. Students study a wide variety of musical styles and course objectives that are related to the National Standards for Music. All members of the Concert Band are required to attend various concerts throughout the school year. Activities include marching in the Bayfield Apple Festival Parade, Holiday Concert, End of Winter Band Concert, Spring Concert, pep band, solo & ensemble festival, and a large group clinic experience for the full band. Private lessons are available to provide the opportunity for the student to receive special individual attention. **This course may be used to fulfill the Fine Arts Requirement.**

<b>Course Title:</b>	<b>History of Rock &amp; Roll</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Course Credits:</b>	<b>.5 credit (Skinny)</b>

**Course Description:** This is a one semester course. This course is a general overview of rock & roll history from the early days of the 1950's through the 1990's.

**Eras to be covered in class include:**

50's - Elvis Presley, rockabilly, R&B, do-wop

60's - popular folk, teen idols, surfin' music, Beatles, Bob Dylan, Motown, Rolling Stones, psychedelic rock

70's - soft rock, art rock, progressive rock, fusion, funk, glam rock, Southern rock, reggae, punk, disco, heavy metal

80's - new wave, continuation of 70's, MTV

90's - grunge, techno, rap

**This course may be used to fulfill the Fine Arts Requirement (Offered 2017-18).**

**Course Title:** Jazz Studies  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This is a one semester course. Jazz Studies will include theory, style, composition, arranging, and jazz improvisation all as these concepts relate to jazz music. Basic performing skills on an instrument or voice are required. **This course may be used to fulfill the Fine Arts Requirement (Offered 2016-17).**

**Course Title:** Music Composition and Songwriting  
**Prerequisites:** None  
**Grade Level:** 10-12 or with approval of the instructor  
**Course Credit:** 0.5 credit (Skinny)

**Course Description:** Music Composition and Songwriting is a one-semester class designed to expose students to music composition through both traditional and technology based music software methods. Students will experiment with songwriting strategies and techniques that will allow them to write, arrange and produce original music. Topics to include, but not limited to: Melody, harmony, rhythm, Garage Band, Finale, Noteflight, music theory, song form, music styles, chord progressions, mixing and mastering, lyrics, and copyright. **This is a non-performing music class that may be used to fulfill the Fine Arts Requirement.**

**Course Title:** High School Jazz Ensemble/Combo  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit

**Course Description:** The High School Jazz Ensemble and Jazz Combo each meet before school one day per week. The jazz ensemble is open to students who play saxophone, trumpet, trombone, or rhythm section instruments. The Jazz Combo has flexible instrumentation and is a smaller group of approximately 5-10 members. The jazz groups play a wide variety of jazz styles exploring the history of jazz and encouraging students to explore the art of improvisation. The Jazz Ensemble and Combo perform at concerts, solo-ensemble festivals, community events, and various jazz festivals at colleges throughout the area. This course meets outside of the regular school day.

**Supplies/Equipment Required:** Lodging costs and food for overnight trips.

**Course Title:** Concert Choir  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** Concert Choir offers students the opportunity to learn four part (SATB) choral literature, sight-reading, ear-training, and proper singing techniques. A variety of Western (European and American) and non-Western (African and Asian) choral literature from various stylistic periods is presented each year. Topics to be covered include singing expressively with technical accuracy, musical styles, madrigal singing, small group ensembles, and improvisation. **This course may be used to fulfill the Fine Arts Requirement.**

**This class meets for one class period Tuesday and Thursday during first semester and Monday, Wednesday, and Friday during second semester.**

**Special Projects and/or Trips:** Concerts are a required aspect of this class. There is approximately one concert each quarter. Concerts are as follows - Winter Holiday Concert, Large Group Festival, and Spring Concert. Optional or audition projects include solo and ensemble festival, madrigal ensemble (audition), jazz ensemble (audition), men's ensemble (audition), barbershop quartet, regional honors choir, UW-Superior (Chorfest) honors choir, regional men's workshop, and invitational workshops.

**Course Title:**

**Show Choir (Fire and Ice)**

**Prerequisites:**

**To be in this class, students must audition and be selected for a limited number of positions. They must also be enrolled in concert choir and are required to attend summer camp in August.**

**Grade Level**

**9-12**

**Course Credits:**

**.5 credit (Skinny)**

**Course Description:** The first semester is spent learning the competition show that will be used for the competition season starting with Show Choir Extravaganza. Students also learn a spring show. Members learn singing and choreography for all shows. This group performs between 5-10 times per year. Performances are a requirement of the class. The performance season is year round and includes summer performances. Show choir performs for civic/business organizations in the area as well as at school functions.

**This class meets one class period Monday, Wednesday, and Friday during first semester and Tuesday and Thursday during second semester.**

**Supplies/Equipment Required:** Uniforms are provided by the choir department (women: shoes, tights, bloomers, earrings, makeup, dresses; men: shoes, shirts, black socks, coats, pants).

**Fees/Expenses:** Students must pay for costume rental and trip expenses. The group usually attends between 1-3 competitions per year that involve overnight costs. Every other year the group plans a major performance trip. In the past, the group has traveled to Florida, Hawaii, New York, and Missouri.

**Course Title:** Chamber Choir  
**Prerequisites:** Must have been a member of the concert choir for at least one year and have performed at least a Class B vocal solo event in the Solo and Ensemble Festival or permission of instructor  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** The chamber choir is an opportunity for students to learn and perform a variety of three- and four-part choral literature of a more advanced level. Sight reading, ear training, improvisation, music history, and proper singing techniques will be taught as well. This ensemble will perform at all regular choral concerts, as well as at district Solo and Ensemble Festival and other community and school engagements. Students in the ensemble may also be members of the concert choir and show choir.

**Course Title:** Guitar I  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This course is designed for beginning guitar students. They are introduced to level 1 material including simple hand positions, chords, and melody lines.

**Topics and/or units to be covered:** Guitar units introduce basic melodic and rhythmic notation, chord structure, and hand positions. Guitar topics to be covered include I, IV, and V chords and some minor chords in the keys of C, G, F, D, and A. Simple melodies and scales in the keys of C, G, F, D, and A are also introduced along with musical styles and sight-reading.

**Supplies/Equipment Required:** The school provides guitars.  
**This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Piano/Keyboard  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This course is designed for beginning piano students. Level 1 material is introduced including simple hand positions, chords, and melody lines. Topics or units to be covered include: Basic melodic and rhythmic notation, chord structure, hand positions, simple melodies and scales, improvisation, musical styles, and sight reading.

**Supplies/Equipment Required:** The school will provide a keyboard for student use at school. Students need to have a set of headphones for use in the piano lab. If they don't have a pair, they can rent them from the school for a \$5.00 damage deposit fee.  
**This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Beginning Music Theory  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit

**Course Description:** This course is designed to help beginning music students or those students with limited background in music theory. This is a beginning course in the fundamentals of music notation designed to develop basic music literacy, i.e., reading and writing music. The course consists of a study of notation, melody, harmony, rhythm, and technical musical language. It covers basic musical structures, analysis, and beginning composition. Students will develop the ability to read music notation, simplify its complexities, and understand the basic structures in our traditional music. Learn to converse intelligently about music. **This course may be used to fulfill the Fine Arts Requirement. (Offered in 2017-18)**

**Course Title:** Show Time – The Broadway Musical  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit

**Course Description:** This course is a survey of the history of the musical theater and introduction to the skills required to participate in a production. Students will study, rehearse, perform, and design. Lessons in theater history, stagecraft, technical theater, acting, stage movement, and singing are included. **This course may be used to fulfill the Fine Arts Requirement. (Offered in 2016-17)**

## PHYSICAL EDUCATION

Physical Education provides for the total development of an individual. Through participation in physical activities, one learns to live effectively in our society as an individual and as a member of a group. **Three .5 credit physical education courses taken in different school years are required for graduation.**

**Locks:** Students who choose may request a school issued padlock for use on the locker room lockers with a \$5 deposit. The deposit will be refunded upon return of the issued lock. Only school issued locks may be used, other locks will be cut off. Students experiencing financial difficulty should express their concerns to the instructor.

**The following materials are required for all physical education courses:**

- \*lace up shoes specifically for the gym floor
- \*clothes (shorts/sweats and t-shirt) to “dress down” separate from clothes worn during other school hours
- \*folder to keep all handouts
- \*shoes specific to class activity (i.e. boots for snowshoeing)

**Course Title** Individual Activities  
**Prerequisites:** None  
**Grade Level:** 9-12

**Course Credit** .5 credit (Skinny)

**Course Description:** This is a one semester class. Units covered in this course include various individual sports. This course emphasizes individual skills, proper game etiquette, and keeping in perspective the importance of winning and losing.

**Course Title:** Team Sports  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credits:** .5 credit (Skinny)

**Course Description:** This is a one semester class. Units covered in this course include various team sports. This course emphasizes playing together as a group, proper game etiquette, and keeping in perspective the importance of winning and losing.

**Course Title:** Personal Fitness  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This one semester course emphasizes the student actually partaking in an aerobic fitness regimen. Participation is a major portion of the grade. This class can be taken more than once. Students who take the course more than once will have additional course requirements.

**Course Title:** Lifetime Activities  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This is a one semester class. Units covered in this course emphasize life-time physical and recreational activities with the hope that students will discover that exercise and involvement in recreational activities can promote physical and emotional health and a sense of well-being.

**Fees:** This class does have periodic field trips. Fees will apply for many of them.

**Course Title:** Lifetime Fitness  
**Prerequisites:** None  
**Grade Level:** 10-12  
**Course Credits:** .5 credit

**Course Description:** This is a summer-only course offered only during a student's freshman/sophomore, sophomore/junior, or junior/senior year. This course emphasizes cardiovascular fitness, muscle strength, and endurance.

This class will begin the second Monday following graduation through the first full week of August. The course will meet at a time that meets the needs of the majority of the students in the class. Students may only take this course once to meet the physical education graduation requirements. Additional enrollment will result in an elective credit only.

## **SCIENCE**

**Course Title:** Physical Science 9 (Required)  
**Prerequisites:** None  
**Grade Level:** 9  
**Course Credit:** 1 credit (Block)

**Course Description:** This is a required laboratory science course, providing a survey of basic principles of chemistry and physics. Chemistry is the study of the composition, structure, properties, and change in properties. Physics is the study of the fundamental laws that determine the workings of the universe.

**Course Title:** Biology 10 (Required)  
**Prerequisites:** Passing grade in Physical Science 9  
**Grade Level:** 10  
**Course Credit:** 1 credit (Block)

**Course Description:** This course will concentrate on the basic concepts of biological science. First semester topics cover the nature of life by discussing the chemical basis of cells, cellular respiration, photosynthesis, protein synthesis, and heredity. The second semester focuses on studying the six kingdoms of living things: microbiology, protists, fungi, plants, invertebrates, and vertebrates.

**A third credit of science selected from the following electives is required for graduation.**

**Course Title:** Earth Science  
**Prerequisites:** Physical Science  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Block)

**Course Description:** Earth Science is a laboratory science course. Students enrolled in this course analyze and describe the Earth's interconnected systems and how they are changing due to natural processes and human influence. Topics covered include a survey of: rocks, minerals, natural resource management, sculpturing of the Earth's surface, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, and astronomy.

**Course Title:** Chemistry  
**Prerequisites:** Physical Science, Algebra 1, (Grade of B or better)  
**Grade Level:** 10-12  
**Course Credit:** 1 credit

**Course Description:** Chemistry is a college-prep laboratory science course. This course is a survey of the composition, structure, properties, and change in properties. Basic concepts of atomic and molecular structure, chemical reactions, nuclear reactions, equilibria, acid and base chemistry, and the physical and chemical properties of gases, liquids, and solids are covered. Mathematical computations of formula weights, percent composition, mass or volume of reactants and products, and acid-base titration are also included. This class is recommended to all students planning to attend college, particularly those wishing to work in a career involving health.

**Course Title:** Physics  
**Prerequisites:** Physical Science, B or better in Algebra 1  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This course is a college-prep laboratory science course. Physics is the study of the fundamental laws that determine the workings of the universe. The topics covered include: motion, force, gravity, momentum, energy, heat, fluids, waves, light, electricity, magnetism, and the structure of the atom. Although fundamental concepts are emphasized, many practical applications of physics are included. Math is regularly used in physics and the needed trigonometry is taught as part of the course. This class is recommended to all students planning to attend college.

**Course Title:** Robotics  
**Prerequisites:** Physical Science  
**Grade Level:** 10-12  
**Course Credit:** 0.5 credit (Skinny)

**Course Description:** This is a beginning course in robotics. We will be utilizing Lego Mindstorm kits, Robolab software, and various Lego Robotics materials. The objective of this course is to introduce the students to basic programming as well as problem solving strategies. This course will involve students in the development, building, and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program, and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Student designed robots will be programmed to compete in various courses.

**Course Title:** Project Engineering  
**Prerequisites:** None  
**Grade Level:** 10-12  
**Course Credit:** .5 (Skinny)

**Course Description:** Students will learn about engineering through projects. Students will be given a scenario or problem to solve within specific constraints and work in teams to achieve their goal. The course will include many projects from the National Science Olympiad, projects from other organizations, and local projects. There will also be projects involving green energy sources, such as wind turbines and solar cells. Students will perform independent research to learn about the science, math, and engineering concepts necessary to complete each project. After students have completed a broad range of projects, they will create their own project to work on, either independently or in small teams.

**Course Title:** Chemistry in the Community (ChemCom)  
**Prerequisites:** Physical Science  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This course is a full-year college-prep laboratory science course. Recognizing that only about 1% of students will be chemists, and that the traditional high school chemistry class is heavy on theory and mathematics, ChemCom is a student-centered, activity-based, and issues-oriented chemistry course which emphasizes the important roles that chemistry will play in the students' personal and professional lives, and then develop the chemical concepts to help resolve issues. For example, the first unit involves a fishkill in a fictional town and students learn the necessary concepts and skills in order to help determine the source of the fishkill and address issues that citizens of the town must face during their ordeal.

**Course Title:** Anatomy and Physiology  
**Prerequisites:** Biology – “B” or better in Biology or permission of the instructor  
**Grade Level:** 11-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This course provides a strong preparation for medical school, dental school, nursing, and other medical fields. Students are encouraged to work and study together. Lecture and laboratory topics will often overlap, and some use of lab time to review lecture material is expected. At least one or two hours per night should be spent reading the textbook, supplements, and all lecture handouts. Textbooks, supplements, lab manuals, and other lab materials are needed during every lab class. Success in the lecture course will require your consistent attendance and active participation during class. Class meetings depend upon the questions raised by students. You are responsible for information presented during all class and laboratory sessions. If you are ever absent, contact a classmate immediately because you will be held responsible for announcements regarding quizzes, exams, changes in lab protocols, etc.

**Course Title:** Ecology  
**Prerequisites:** Biology, Algebra & Chemistry strongly recommended  
**Grade Level:** 11-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This advanced science course examines the condition of the environment and its relation to the human condition. The main portion of the course is applying the scientific process to ecological problems in the field and within the lab. Ecology incorporates the varied disciplines of biology, the physical sciences, economics, political science, and statistics. The course includes a review of ecological principles, environmental monitoring, biodiversity, population growth, invasive species, human impact, energy, and the distribution of plants and animals. The overall goals of the class are to apply the methods of science to ecological problems and to achieve an understanding of the necessity of building a sustainable society.

**Course Title:** Forensic Science/Criminalistics  
**Prerequisites:** Physical Science and Biology  
**Grade Level:** 11 & 12 (10<sup>th</sup> if Physical Science and Biology have been successfully completed)  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This course includes sections on: introduction to forensic science/criminalistics and the crime scene; physical evidence and their properties; glass and soil; organic and inorganic analysis; microscopes in forensics, hairs, fibers, and paint; fingerprints; firearms, tool marks, and other impressions; document and voice examination; forensic toxicology, serology, and DNA; forensic aspects of arson and explosion investigation. **(Offered in 2017-18)**

**Course Title:** Zoology (Animals of Wisconsin)  
**Prerequisites:** Physical Science and Biology  
**Grade Level:** 11 & 12 (10<sup>th</sup> if Physical Science & Biology have been successfully completed)  
**Course Credit:** .5 credit (Block)

**Course Description:** Zoology is the study of animals and the principles that govern life. Topics include cell structure and function, molecular basis of heredity (genetics), biological evolution, classification, and taxonomy, ecology, invertebrates, vertebrates, animal behavior and organisms in their environment, conservation, and preservation. This course is designed to teach students the basic principles of the diversity of life through the application of knowledge, classification, and laboratory investigation and will include dissection of selected representative specimens. **(Offered 2016-17)**

**Course Title:** Forestry  
**Prerequisites:** Biology  
**Grade Level:** 11 & 12 (10<sup>th</sup> if Physical Science & Biology have been successfully completed)  
**Course Credit:** 1 credit (Block)

**Course Description** This class provides an overview of the forest industry and its importance in the national and local economy. Tree identification, management practices, business applications, and harvesting/marketing processes are major topics. Use of compasses is also included. Biology and Math are highly recommended. This class is an outdoor based class but accommodations can be made. If you're looking for a high level science class and enjoy the outdoors this class is for you!

**Course Title:** Aquaponics  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** Aquaponics is the combination of raising fish and plants in one recirculating water system. Waste products from the fish fertilize the plants. Students will learn about the components of the system, how to keep the fish and plants healthy, and how to test the water to maintain a healthy environment. Students may create a small model in the classroom to learn the basics about maintaining a productive system. Aquaponics is a practical application to science concepts previously learned. Grading will be based on journal entries, participation, and quizzes on readings. A final presentation will be required as the final exam.

**Course Title:** Medical Terminology  
**Prerequisites:** Biology  
**Grade Level:** 11-12  
**Course Credit:** .5 (Skinny)

**Course Description:** This course presents the principles of medical word construction through identification of root words, prefixes, suffixes, combining forms, and methods of building medical terms. Emphasis is placed on correct medical word spelling, pronunciation, and definition, while introducing terminology specific to various body systems. The course is arranged by body system so that the student will recognize organs and anatomical terms as they relate to each system.

## **SOCIAL STUDIES**

**Course Title:** World History 9 (Required)  
**Prerequisites:** None  
**Grade Level:** 9  
**Course Credit:** 1 credit (Block)

**Course Description:** This course is aimed at providing a survey of the history of the world. Both Eastern and Western civilizations are presented to provide a balanced treatment of ancient, medieval, and modern history. Emphasis is placed on providing a global perspective of the origin and development of the world's civilizations focusing on culture so that students will understand the past and its continuous relationship to the present.

**Course Title:** U.S. History 10 (Required)  
**Prerequisites:** World History 9  
**Grade Level:** 10  
**Course Credit:** 1 credit (Block)

**Course Description:** This course is a study of U.S. History from 1877 to the present. It touches on several themes, including the American Dream, science and technology, economic opportunity, cultural diversity, immigration and migration, constitutional concerns, expanding democracy, civil rights, conflict, and changes in geographic surroundings.

**Course Title:** American Government (Required)  
**Prerequisites:** World History 9 & U.S. History 10  
**Grade Level:** 11-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** Students are given the opportunity to gain a greater understanding of the structure and function of the 3 branches of government at the federal, state, and local levels. Comparison to other political systems is also used to gain greater understanding of our own. Special focus is given to the rights and responsibilities of citizens in the government process and structure

**Course Title:** Economics (Required)  
**Prerequisites:** World History 9 & U.S. History 10  
**Grade Level:** 11-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** Students are introduced to different economic systems, supply and demand, business organizations, market structures, and consumer economics. Students have an opportunity to gain a better understanding of the factors that affect local, national, and world economies. Units about personal finance and investment are also presented.

**Course Title:** AP U.S. History  
**Prerequisite:** U.S. History (with a grade of B- or better)  
**Grade Level:** 11-12  
**Course Credit:** 1 (Skinny)

**Course Description:** AP United States History is an in-depth look at the history of the United States from Pre-Columbian societies up through the United States in the post-Cold War world. This class will consist of a combination of teacher-led and student-led instruction as well as a variety of outside sources: textbooks, primary sources, guest lecturers, etc. The goals of this course are to create a deep understanding of U.S. History, to take and

successfully pass the Advance Placement Test for U.S. History, and obtain college credits. Prerequisites include Social Studies 9, 10, and 11 (or concurrent enrollment in these classes).

**Course Title:** World Geography  
**Prerequisites:** None  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Block)

**Course Description:** The focus of this course is on the geography of the world. It includes the importance of studying geography, weather, climate, landforms, demographics, capitals, population distribution, culture, and history. World cultures and the history of other countries are also a major focus of this course. **(Offered in 2017-18)**

**Course Title:** Introduction to Law  
**Prerequisites:** None  
**Grade Level:** 10-12  
**Course Credit:** 1 credit (Block)

**Course Description:** This course is an introduction to the legal system in the United States. The structure and function of our judicial system is examined through a variety of ways. Students exercise their learning through critical reading of Supreme Court cases and the textbook, discussion of legal issues past and present, recognition of the rights and responsibilities of American citizens, and role playing in a mock trial simulation. **(Offered 2016-17)**

**Course Title:** Human Behavior  
**Prerequisites:** None  
**Grade Level:** 11-12  
**Course Credit:** 1 credit

**Course Description:** In the study of "Human Behavior," emphasis is placed on describing and explaining the physiological and psychological needs of individuals. Students will study the mental and physical processes and how these processes contribute to the growth and development of their own personalities. The class will include the study of such topics as thinking, learning, motivation, emotion, perception, human development, altered states of consciousness, psychological testing, mental health and illness, and other areas in the field of human behavior. **This course may be used to fulfill the Life Skills Requirement.**

**Course Title:** Chequamegon Bay Studies  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** This course will provide an in-depth view of the history, land, current events, culture, demographics, and economics of the Chequamegon Bay area. The course is divided into two parts, the first one looking briefly at the history of Native Americans

around the Great Lakes region and then focusing on Native American tribes in the Chequamegon Bay area. The second part focuses on the history of Wisconsin briefly and then looks in depth at the history of the Chequamegon Bay area. **(Offered in 2016-17)**

**Course Title:** World Wars  
**Prerequisites:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 credit (Skinny)

**Course Description:** Students are introduced to Imperialism, the arms races, alliances, and other events that took place prior to, during, and immediately after the First and Second World War. Students have the opportunity to gain a better understanding of the political, economic, social, and physical impacts of the First and Second World War. Units detailing the impact of the Great Depression are also presented. **(Offered in 2017-18)**

### **TEACHER AIDE**

A student may earn 1/2 credit serving as a teacher aide. This is offered as a pass/fail course. A student may serve as a teacher aide only once for credit during high school. To serve as a teacher aide, sign up for a study hall. Upon receiving your schedule, get a note from a teacher stating that he/she agrees to have you as his/her teacher aide during your study hall period. Bring the note to the counselor's office to adjust your schedule. Teachers will only be assigned one teacher aide per semester. Additional teacher aides will require the approval of the high school principal.

### **TECHNOLOGY EDUCATION**

**Fees/Costs:** Students will be responsible for expenses relating to supplies and materials for constructed projects in the technology education program.

**Course Title:** Independent Study-Research and Development  
**Prerequisites:** Must be arranged with the instructor  
**Grade Level:** 11-12  
**Course Credit:** .5 credit

**Course Description:** Research and Development is the process that utilizes information and previously developed resources to produce new and innovative products, systems, and environments. This course is available to juniors and seniors interested in engineering or highly technical careers. Prior approval of technology education teacher is required. Enrollment is limited. **This course may be used to fulfill the Fine Arts Requirement.**

**Course Title:** Do It Yourself Tech Ed  
**Prerequisite:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** This course provides students with the opportunity to develop a variety of home and auto maintenance skills. Some of the skills to be covered include: using common repair and construction tools, basic auto maintenance (tire rotation, oil changes, etc.), general electrics (replacing light switches and fixtures, addressing other electrical issues), simple plumbing projects (such as fixing a leaky faucet, seating a toilet), basic woodworking skills (finishing, staining, painting), garden and landscaping projects (planting trees, proper mulching, retaining walls, etc.), and small engine maintenance. **This course may be used to fulfill the Life Skills Requirement. (Offered in 2016-17)**

**Course Title:** Construction Systems I  
**Prerequisite:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** This course is a colorful, easy-to-understand source of authoritative and up-to-date information on building materials, tools, and construction methods. It provides detailed coverage of all aspects of light construction. Included are site development, print reading, site layout, excavating, foundation work, framing, sheathing, insulating, roofing, window and door installation, exterior finishing, interior finishing, and mechanical systems. Not all topics will be covered in Construction Systems I but will be continued into Construction Systems II. **This course may be used to fulfill the Life Skills Requirement. (Offered 2016-17)**

**Course Title:** Construction Systems II  
**Prerequisite:** Construction Systems 1  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** This course is the completion of Constructions Systems I. Any topics not covered in the previous course will be covered here. **This course may be used to fulfill the Life Skills Requirement. (Offered 2016-17)**

**Course Title:** Energy Systems  
**Prerequisite:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** This course is a study of energy systems dealing with the methods by which we produce and get energy into our homes and businesses. Hands on activities will include residential electrical applications, pneumatics, hydraulics, and exploration of energy sources. **This course may be used to fulfill the Life Skills Requirement. (Offered in 2017-18)**

**Course Title** Metals Processes  
**Prerequisite:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

**Course Description:** The Metals Processes course provides students with an introduction to the properties and manipulation of metals. Hands on activities will include welding, foundry, sheet metal, and lathe operations. Students will complete several small projects that will encompass each of the four areas. **(Offered in 2017-18.)**

**Course Title:** Introduction to Computerized Drafting and Design  
**Prerequisite:** None  
**Grade Level:** 9-12  
**Course Credit:** .5 (Skinny)

Taking ideas and bringing them to life is at the heart of careers in the field of drafting and design. Every piece of equipment, building or widget started off as a concept that had to be taken through an exacting process in order to become a reality. Students will work with a computer-aided design (CAD) program and other hands-on applications to explore the field of drafting and design.

### **GATEWAY PROGRAM**

The Gateway Program is a platform between Washburn High School and WITC-Ashland. If a student exhausts the technical education classes offered at Washburn High School during their Freshman and Sophomore year, they will be eligible to take upper level technology education classes at WTIC-Ashland during their Junior and Senior year. This will need the approval of the high school principal and WITC. The courses taken will be for dual credit from Washburn High School and WITC. There will be no cost to the student or student's family, unless the student fails the course or withdraws from the course after the given time period.

### **SCHOOL TO WORK PROGRAM**

The School to Work Program (STW) is comprised of the following components:

**School-to-Work Study Hall:** As part of the Credit Recovery Program, this study hall is designed as an opportunity for students who need to catch up on their credits toward graduation. The number of students in this study hall is limited.

**School Supervised Work Experience:** Students work at a job to earn elective credit. This experience will focus on pre-employment skills. Students will keep records to verify hours worked. Students will complete a resume and update the resume at the completion of the employment opportunity. One elective credit can be earned for completion of 150 hours of work. Two credits may be earned per year with a maximum of four (4) STW credits allowed toward graduation.

**Youth Apprenticeship:** Students enrolled in a Youth Apprenticeship program will work in a

job related specifically to the course work which is taken concurrently with the work experience. This is a one or two year program for which the student earns credit for each year of work experience, in addition to a credit for the course work. Credits earned at an accredited Youth Apprenticeship may be applied for credit in a corresponding program at WITC. Available Youth Apprenticeships include banking and finance; finance; health science; hospitality, lodging and tourism; insurance; automobile technology or collision; and others. The School to Work Coordinator assists in finding an employer in the field for interested students. Enrollment is open for juniors or seniors.

## **VIRTUAL SCHOOL**

The Washburn School District recognizes that delivery of educational options continues to evolve as society learns how individuals learn and as society promotes delivery methods consistent with evolving communications technologies. The District considers online instruction as a means to enhance existing and/or expand course offerings and provide an educational alternative better suited to the learning needs of some students.

**Note: Students will have 14 days to drop any courses taken through Wisconsin Virtual School or any other online provider. If a course is dropped after 14 days, the student must pay the cost of the course (approximately \$225) and will receive a grade of “F” for the course.**

See the high school counselor or principal for more information.

## **YOUTH OPTIONS PROGRAM**

### **Policy 2271**

The Board of Education recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, Technical Colleges, tribally controlled colleges, and private, non-profit higher education institutions in Wisconsin.

The Board will allow high school juniors and seniors who satisfy the eligibility requirements under the Youth Options Program statute and the administrative rules of the Department of Public Instruction to enroll in an approved course at an institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District’s responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District’s Youth Options Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that students in grades 9-11 and their parents are provided with information regarding the Program by October 1st each year.

118.37, 118.55, Wis. Stats., P.I. 40

Revised 8/19/14 © Neola 2004

**NOTE:** In order to qualify for the Youth Options Program, students must have a cumulative GPA of 3.5 for junior students and 3.0 for senior students in the four core subject areas.

**NOTE:** Application deadlines for Youth Option courses are March 1<sup>st</sup> for the first semester classes and October 1<sup>st</sup> for the second semester classes.

## **ADVANCED PLACEMENT**

### **What is the Advanced Placement (AP) Program?**

The Advanced Placement program allows high school students to take college level AP courses and/or AP exams that may give them college credit, placement, or both.

### **What Courses are Available?**

There are 37 courses in multiple subject areas offered worldwide. They cover almost all familiar curriculum areas.

### **How May I Take the Advanced Placement Courses?**

Check with your school counselor to see if courses are offered in the regular school curriculum or if courses are available online. Apex Learning ([www.APEXlearning.com](http://www.APEXlearning.com)), and Wisconsin Virtual School ([www.wisconsinvirtualschool.org](http://www.wisconsinvirtualschool.org)) are two of the organizations that provide online internet AP courses.

### **How Do I Get College Credit?**

Students must take an Advanced Placement exam in the subject area. AP exams are administered in May. Exam scores range from 5-1. You must score a 3, 4, or 5 on the exam to be eligible for college credit or placement (as determined by the receiving college). The fee for each exam is approximately \$92.00. Students may take the AP exam to qualify for college credit without having taken an AP course. Contact the school counselor to make arrangements to take the test(s).

### **Who Pays for the Advanced Placement Exam?**

Wisconsin Statute 120.12(22) requires school districts to pay the fee for Advanced Placement exams for students who qualify for free or reduced priced lunches. **(Students must apply for free or reduced lunches well before the exams in order for the district to determine which students are eligible.)** Other students not qualifying for free or reduced lunches must pay their own exam fees.

**Where May I Find More Information About the Advanced Placement Program?**

Contact the school counselor, high school teachers, or principal. The College Board, the developer of the AP program, publishes brochures and course guides that are available to students. They can be found online at [www.collegeboard.org](http://www.collegeboard.org)

The following Advanced Placement courses are available at Washburn High School:

AP Calculus

AP U.S. History

AP Literature & Composition

AP Statistics

**What are some advantages of taking an Advanced Placement course?**

Increases your chance of gaining admission to more competitive colleges.

Experience what the workload in college is actually like with high school support.

Lessens the number of courses the student needs to take in college.

May be able to explore more courses in college or graduate early.

Saves money.