

Cambria-Friesland

**Course  
Description  
Book**

2019-2020

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Dear Students and Families,

This course description book is designed to help you plan and make decisions regarding course selection and post-secondary preparation. Please read the descriptions and choose carefully. The school counselor, faculty, and administration are available to help you make your choices. Feel free to ask questions or bring your scheduling concerns to our attention.

Your four years of high school will begin with many required courses but as you progress through your high school years, your choices and opportunities will expand. Be aware that some of these options have prerequisites so it is important to plan ahead. You may need to take certain courses, maintain a specific GPA or meet other requirements in order to qualify for some courses or programs.

Whether you attend a technical college or university, join the military, or go directly into the world of work, the decisions you make now will impact your success. We encourage you to take the most challenging courses possible to help prepare you for the next steps. We also encourage you to take advantage of the variety of career exploration options and opportunities offered throughout high school.

The course selections made by students in the Spring are the main driver in determining the master schedule and course offerings each year. Because important staffing and scheduling decisions are made based on this information, it is important that students and families plan carefully. There are sometimes valid reasons for requesting schedule changes but changes requested after the master schedule has been set may be difficult to accommodate.

Regulations regarding grading, attendance, extra-curricular opportunities, and other facets of high school life are contained in the MS/HS Student Handbook or are distributed the first day of classes in course syllabi. The school counselor, faculty, and administration are also available to answer questions about individual concerns.

***Mrs. Torrison, Principal***

## **GRADUATION REQUIREMENTS**

*Required Criteria for Graduation include:*

### **1. 26 Total Credits**

### **2. Courses Required for Graduation**

- **4 credits of English** (*English 9, 10, 11 and 12 or AP required*)
- **3 credits of science** (*Intro to Physics & Chemistry and Biology required*)
- **3 credits of social studies** (*Civics and US History required. AP US History may be substituted for US History*)
- **3 credits of mathematics**
- **1 ½ credits of physical education\***
- **½ credit of health** (*Can be taken 8<sup>th</sup> grade year with grade above a C-required, expires with the Graduating Class of 2022\*\**)
- **½ credit Computer Concepts**
- **½ credit Post Secondary Options**
- **½ credit Personal Finance** (*Classes of 2020-2022 may substitute Parent and Child*)
- **9 ½ elective credits**

### **3. Students shall pass the required courses and accumulate 26 credits**

### **4. Student must be enrolled in a class or study hall for all periods of the day unless exception is granted by the principal. Enrollment must include carrying a minimum of 6 ½ credits. Exceptions for approved work-based learning and/or student assistant periods may be granted as well as independent study.**

\*Students may apply for ½ credit exemption, see Board Policy IKG and form in this book.

\*\* Students who need the health credit may enroll in Active Lifestyles or PLATO.

## **APPLICABLE WISCONSIN LAWS**

Up to one math credit will be awarded for successful completion of a course in computer sciences, as long as it adheres to DPI's established criteria.

One math credit can be awarded to a student after successful completion of a board-approved career and technical education course (as long as the same course is not being awarded as a science credit).

One science credit can be awarded to a student after successful completion of a board-approved career and technical education course (as long as the same course is not being awarded as a math credit).

## **GRADE CLASSIFICATION REQUIREMENTS**

Freshman Status: Promotion from 8<sup>th</sup> grade

Sophomore Status: Pass 6.5 credits including all required courses

Junior Status: Pass 13.0 credits

Senior Status: Pass 19.5 credits

Graduation: Pass 26.0 credits; successfully pass all required courses

The Cambria-Friesland School District may provide accommodations for students with exceptional interests, needs or requirements in accordance with state law and established procedures which may address one or more of the graduation requirements.

Students will be given the opportunity to retake one class while in high school if they are not satisfied with their grade in the original class. Once the retaken class has been completed, the student may determine which grade/credit they wish to keep and which grade/credit will be dropped from the student's official school record.

The course that is retaken cannot be taken as an independent study course, a correspondence course, open enrollment, or a course through the youth options program. The principal must approve all courses.

### **EARLY GRADUATION**

Students who desire to graduate prior to completion of the second semester of their senior year must notify the school prior to the end of the preceding semester. A plan must be presented to the administrator and the school counselor stating what it is he/she plans to do upon early graduation (i.e.: work, attend school, join armed forces, etc.) Students must have all graduation requirements met and approval from the Board. Status and privileges (athletics) for the student end at the conclusion of their course work with the exception of attending the senior class trip. Students who graduate early may also participate in the graduation ceremony.

### **TAKING COURSES AT RANDOLPH HIGH SCHOOL**

All classes at both Randolph High School and Cambria-Friesland High School will be open to all students. In the event of scheduling conflicts or large classes, preference will be given to seniors and juniors. Students who do not have an attendance rate of 90% or greater at the end of a semester will not be allowed to take a course in Randolph the following semester. Courses offered in Cambria will not be taken in Randolph if it is possible to fit the course into the student's schedule in Cambria.

### **SCHEDULING COURSES & ADD/DROP REQUIREMENTS**

All students entering 9<sup>th</sup> grade will register for classes during the Individual Planning Conferences that will be held with parents and the school counselor before the end of the third quarter of the prior school year. All students/parents will meet with the school counselor and complete a course schedule according to future career plans. Students who do not properly complete a schedule and fail to meet, will be assigned courses by the counselor and/or principal. Students entering grades 10<sup>th</sup> -12<sup>th</sup> will also meet with the counselor to discuss course selections and future educational and career plans. Parents interested in attending that meeting should contact the school.

Student course selections dictate what classes are offered and how many sections of each are required to meet student requests. Accurate scheduling information is also crucial before assigning teachers, building a master schedule, and ordering appropriate textbooks and materials. This must all be completed prior to the end of the current school year.

Once classes begin, changes to a student's schedule will only be made if approval is obtained from the parent, principal, and school counselor. Administration reserves the right to make requested changes if they are deemed in the best interest of the student's future plans. Requests for schedule changes must be made within five schools days following the beginning of the semester. After ten days, a course drop will result in an F in consultation with the Principal.

## **SELECTING A PROGRAM OF STUDY**

A careful study of this booklet is important. You should be able to make a more knowledgeable selection of subjects you wish to study in high school after examining this information. Planning your high school curriculum is an important step in your life. We strongly suggest that you discuss your plans with your parents, teachers and school counselor. Before you make a final course selection you should consider the following questions.

1. In what career cluster do I find the occupation I am interested in?

*The sixteen national and state career clusters provide an organizing tool for grouping occupations and broad industries based on commonalities.*



2. Which high school courses are offered that are related to the career?
3. Am I interested in:
  - A two year college degree
  - A four year college degree
  - Vocational certificate from a technical college
  - Military training
  - Employment immediately after school
  - Apprenticeship programs
4. What entrance requirements are required for entrance into these schools or programs? What courses are best suited to meet these goals?
5. Is your schedule balanced with the fine arts, career and technical classes, and other school activities that will help make you a well-rounded contributing member of the community?

All students will have the opportunity to do in-depth career researching in middle and high school. Students and parents together will have the opportunity to conference with the school counselor as students enter grades 9,10, 11 & 12. These conferences will give the students and parents the opportunity to ask questions about courses, careers, college, etc.

## **REQUIREMENTS FOR POST HIGH SCHOOL EDUCATION**

In the future, fewer and fewer job opportunities will exist which do not require training beyond high school. The following is a short thumbnail description of admission requirements for several major types of post-high school training. By no means is this meant to be all-inclusive. Courses of study in both one and two year programs may have specific high school course requirements depending upon the program. Students should consider these requirements no later than the end of their sophomore year. *Note: There may be specific high school requirements for some schools of higher education and/or for specific declared majors in two and four year institutions.*

Entrance requirements of other post-high schools vary depending on the type of school. It can no longer be assumed that simply graduating from high school guarantees automatic acceptance at vocational and trade schools. Many specialized courses of study (for example: practical nursing, engineering, technology) require a certain grade point average in addition to basic courses in English, math, science, and social studies. To be certain that students will qualify for the post-high school of their choice, students are encouraged to meet with the school counselor early in their high school career. Selecting a rigorous course of study prepares students for the changing expectations of a global, technological economy.

## **POST SECONDARY REQUIREMENTS**

	HS Graduation	Technical System	UW 4 Year System Minimum	UW Madison Typical
Math	3 credits	3 credits*	3 credits (Algebra and above)*	4 including 2+ advanced
English	4 credits	4 credits	4 credits	4 credits
Science	3 credits	3 credits*	3 credits*	3+ credits
Social Studies	3 credits	3 credits	3 credits	3+ credits
Health	.5 credits			
Physical Education	1.5 credits			
Computer Concepts	1 credit			
Family & Consumer	1 credit			
Foreign Language*	none	none	**2 years of same language	4 credits in same language
Electives	9 credits	Dependent on program	2-4 Academic/Fine Arts. Dependent on school/major	4+ Academic/ Fine Arts
Other	Civics Exam	High School Diploma, ACT and/or Accuplacer scores	Unweighted GPA 3.0+, ACT composite 20-22+ (minimums vary by school)	Unweighted GPA 3.8+, ACT composite 27+, top 15% of class

\*Specific programs may require specific courses. Check with the school counselor and the institution you are specifically interested in.

\*\*Competitive admissions schools such as UW Madison recommend/require more.

## **ACCUPLACER**

The Accuplacer test may be required for entry to a college or technical school if a student's ACT scores are not high enough. A nominal fee is also required. Reaching the benchmark score on the ACT enables students to forego this test. Students are encouraged to keep a copy of their ACT scores for registration.

## **NCAA**

Students interested in playing sports at a division 1 or 2 college need to visit the school counselor or go to [www.ncaa.org/student-athletes/future](http://www.ncaa.org/student-athletes/future) for information about registration and eligibility.

## **COURSE OFFERINGS OUTLINE (Additional PLATO offerings are available online.)**

Each student will be asked to choose courses from the following areas. Some courses are required, some are electives, and some are offered every other year. Students are urged to read the course descriptions and consider future career and college plans before laying out a four year plan. Required courses should be considered first.

**\* denotes graduation requirements.**

**+ denotes college credit option available**

**# denotes consent of instructor needed.**

**^ denotes weighted course**

### **ART**

- 1 Art Fundamentals I & II
- 1 Ceramics I & II
- ½ Crafts (Semester 1)
- 1 Photography I & II
- ½ Drawing (Semester 1)
- ½ Painting (Semester 2)
- ½ Sculpture (Semester 2)
- ½ Independent Study #
- ½ Advanced Art #

### **BUSINESS AND INFORMATION TECHNOLOGY**

- 1 Accounting I, II, and III +
- ½ Computer Concepts Introduction\*+
- ½ Computer Concepts Advanced+
- ½ Marketing Principles +
- ½ Technology Enhancements
- ½ Entrepreneurship
- ½ Business Law
- ½ Yearbook #

### **COMPUTER SCIENCE**

- 1 Introduction to Computer Science
- 1 AP Computer Science Principles ^
- 1 AP Computer Science A (JAVA) ^

### **ENGLISH**

#### ***(4 Credits Required)***

- 1 English 9\*
- 1 English 10\*
- 1 English 11\*
- 1 English 12\*
- 1 AP English Literature and Composition ^  
(Meets Grade 12 Requirement)

### **FAMILY AND CONSUMER SCIENCE**

#### ***(1 Credit Required)***

- 1 Food Science
- 1 Food Prep
- ½ Life Management & Adult Roles
- ½ Parent and Child
- 1 Introduction to Early Childhood/Child Care
- ½-1 Textile and Apparel Services
- ½-1 Interior Design/Architecture
- ½ Personal Finance\*
- ½ Post Secondary Options\*
- ½ Student Assistant #

### **MATHEMATICS**

#### ***(3 Credits Required)***

- 1 Algebra
- 1 Applied Math I & II (alternate year)
- 1 Mathematical Problem-Solving (alternate year)
- 1 Geometry
- 1 Advanced Algebra
- 1 Pre-Calculus ^

- 1 AP Calculus AB ^

### **MUSIC**

- 1 High School Band
- 1 High School Chorus
- 1 Band/Chorus Split (rotating days)
- ½ Theatre Arts
- 1 Jazz Band

### **PHYSICAL AND HEALTH EDUCATION**

#### ***(1.5 Credits Required)***

- ½ 9<sup>th</sup> grade Physical Education
- ½ Team Sports
- ½ Individual and Dual Activities
- ½ Active Lifestyle
- ½ Health\*

### **SCIENCE**

#### ***(3 Credits Required)***

- 1 Introduction to Physics and Chemistry\*
- 1 Chemistry
- 1 AP Chemistry #^ 2019-2020
- 1 Biology\*
- 1 Environmental Science 2019-2020
- 1 Physics ^ 2018-2019
- 1 AP Biology ^ 2018-2019

### **SOCIAL STUDIES**

#### ***(3 Credits Required)***

- 1 US History\*
- 1 Social Problems
- ½ Economics
- 1 World Geography
- ½ Civics\*
- 1 World History
- 1 AP U.S. History ^  
(Meets US History Requirement)

### **WORLD LANGUAGES**

- 1 Spanish I
- 1 Spanish II
- 1 Spanish III +
- 1 Spanish IV +^
- 1 Spanish V +^
- 1 Developmental Spanish I
- 1 Developmental Spanish II

### **AGRICULTURE (Meets at Randolph High School)**

- 1 Agricultural Leadership
- 1 Agricultural Processing/Food Science
- 1 Agricultural Survey
- 1 Animal Science I and II 2018-2019
- 1 Small Animal Care & Management 2019-20
- 1 Environmental Conservation
- 1 Farm and Business Management
- 1 Horticulture
- 1 Plant and Soil Science

## High School Planning Worksheet

Students should plan for a minimum of 6.5 credits per year. If a study hall is desired, the maximum credits per year that can be schedule will be 7. It is a good idea to list multiple elective options each year in case alternatives must be chosen. \*\* Denotes Elective Course in the subject area.

<b>Subject</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
English	English 9	English 10	English 11	English 12 or AP English
Math	**	**	**	
Science	PhysChem	Biology	**	
Social Studies	Civics (.5) **	US History	**	
PE/Health	PE 9 (.5)	Health (.5) **	**	
Business		Computer Concepts Intro (.5)		
Family & Consumer Science			PSO & Personal Finance	
Elective				

## **ADDITIONAL CREDIT OFFERINGS**

### **COLLEGE CREDIT OPTIONS**

The Cambria-Friesland School District offers high school courses that also offer college credit. Students may be responsible to pay for the college credit they will be earning. Additional information may be obtained from the school counselor. These are not the same as dual-credit courses – which are always free to high school students. The Early College Credit Program addresses courses at 4 year institutions and the Start College Now program addresses courses at Technical Schools. Both have deadlines of March. 1 for Fall Courses and Oct. 1 for Spring Courses.

### **WEIGHTED COURSES**

The high school uses a system of weighted grades for certain classes. It is believed that by utilizing a weighted grading system, students will be more likely to take more challenging classes without worrying as much about the letter grade they earn. Emphasis belongs on learning and not as much on grades. These courses are identified in the course descriptions. Only courses identified in the description and open to any Cambria-Friesland student will be weighted.

### **DUAL CREDIT**

Dual Credit allows high school students to take a college-level course at their high school, taught by a certified high school instructor, and receive technical college credit upon successful completion of their college-level class (C or above). The course is identical to the Madison College course taught on campus. There is no cost for dual credit courses for high schools students. Students who participate in dual credit courses must be admitted and register through Madison College. Computer Concepts is a dual credit course that provides students the option to earn one credit each of Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft Publisher and Microsoft PowerPoint. Successful completion of Accounting earns students four credits.

### **SERVICE LEARNING/STUDENT ASSISTANT PROGRAM**

Students will learn and develop employability skills through active, unpaid activities that are conducted in and designed to meet the needs of the school in which they work. Service learning/student assistant provides students with a real world context in which they can apply their skills. Students in this program learn critical thinking, communication skills, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis. This is a year-long program and students earn .5 credit per semester.

### **YOUTH APPRENTICESHIP**

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, are enrolled in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor. The Cambria-Friesland School District participates in the CESA #5 YA Consortium.

Students who are interested in finding out more about a YA program or would like an application should talk to the School-to-Work/Youth Apprenticeship Coordinator. Applications for YA programs must be turned in by March 1. Students can apply in their sophomore or junior years.

### **WORK EXPERIENCE-WORK-BASED LEARNING**

Work experience is designed for high school juniors and seniors who would like to continue to work and learn in a field of interest. Requirements include: a minimum GPA of 2.0, verification of employment or volunteer community work, completion of projects, scheduled meeting with the work experience coordinator throughout the semester,

evaluation from the employer, and approval of parents, work experience coordinator, and the high school principal. A minimum of 90 hours per semester is required for .5 credits. A maximum of two periods per day can be used for work experience. Consideration will be made for additional hours on an individual basis with the consent of the school counselor, high school principal, and work experience coordinator. The student must attend school during the regular school day when not working.

### **CORRESPONDENCE COURSES**

Students are eligible to take correspondence courses. Correspondence courses are classes where the materials are sent to the school from a technical college or extension college. The work is done by the student independently and exams are monitored by a Cambria-Friesland staff person. The following must be followed:

1. Students must see the school counselor and high school principal to make arrangements for correspondence courses.
2. Correspondence courses will be graded and the grade will be applied towards the student's GPA.
3. Students will be allowed two correspondence courses in their high school career. Only one course can be taken for a required course.
4. A completed application form will be signed by the student, parent(s), principal, and school counselor and approved by the superintendent prior to signing up for correspondence courses.

### **INDEPENDENT STUDY COURSES**

1. Every student can be eligible for one independent study class [equivalent of one credit] per year during their high school career with the approval of the teacher. The student may take one one-year class for one credit or two semester classes for one credit.
2. Students must have the approval of the teacher who will be monitoring the independent study class.
3. Independent study classes will be allowed for elective and/or required courses.
4. Independent study classes will be graded and will be applied towards a student's GPA.
5. The independent study class must be approved by the teacher and principal, as well as recommended by the school counselor.
6. The administration reserves the right to amend the above procedures when it is deemed to be in the best educational interest of the student.

### **EDHESIVE COMPUTER SCIENCE COURSES**

Edhesive offers online computer science courses students take in their home districts under the supervision of a local teacher. Students have access to an expert Computer Science instructor online. AP courses offered in this environment will be weighted according to local district policy.

### **ONLINE COURSES (EX. EDMENTUM/PLATO© COURSES)**

The Cambria-Friesland School District recognizes that online learning is an appropriate instructional delivery method for some students. Online instruction is viewed as a method for the district to enhance or expand course offerings and to provide an educational alternative better suited to the student's learning needs in grades 9-12. In some cases, PLATO is used for remediation/intervention under the supervision of licensed educators.

To be successful on PLATO©, a student must be a self-starter with a strong sense of direction and the ability to set goals and follow through. A successful online student must work independently, stay on task, and maintain a regular schedule of logging on and keeping up with the readings, course assignments, homework, and other expectations.

PLATO© is aligned to Wisconsin Model Academic Standards and the Common Core Standards in the areas of English/language arts and mathematics. Guidelines for student participation in an online course include, but are not limited to the following:

Courses available online via PLATO change frequently as they are updated. To identify currently available courses, access the online PLATO Course Catalog.

- The student will not be able to take the course in the classroom due to unavoidable scheduling conflicts.
- The principal, with agreement from the student's school counselor, teacher, and parent, determine the student requires a different learning environment due to a failing grade/inadequate progress.
- The principal, with agreement from the student's counselor, teacher, and parent, determine the student requires an accelerated learning environment.
- The course is related to specialized interests that relate to a student's career plan.

The following criteria, rules, and procedures must be followed in order to take an online course:

- The student must sign a contract along with the parent, teacher, and counselor prior to starting a PLATO© course.
- The student must complete the class within the time frame allotted (quarter or semester depending on class).
- Grades for online course work will count the same as any other credit is determined. All grades received from taking an online course will be recorded on the student's official transcript. Pass/fail may be used if individual plan outlines that as grading modification.
- Procedures outlined in the Acceptable Use Policy will apply to all online classes.
- Student taking an AP class will follow the weighted grading scale. Such courses will be a part of the EdOptions Academy offerings through PLATO and must meet all AP accreditation requirements including additional supervision and assessment by an online instructor certified in the content area.

Students must have maintained a 3.0 cumulative grade point average, a teacher recommendation, and gain administrative approval to enroll in an AP course.

If an AP course is offered in the classroom, students are expected to enroll in those courses rather than the PLATO versions.

## COURSE DESCRIPTIONS

### **ART**

#### ART FUNDAMENTALS I and II - (1<sup>st</sup> and 2<sup>nd</sup> semester, ½ credit each) *Grades 9-12*

This survey course will concentrate on the elements and principles of design. Students will learn the fundamentals with a concentration in color theory, drawing, and painting. This course will also include an introduction to art history. Emphasis is placed on effort, creativity, concepts, and craftsmanship.

#### DRAWING - (First semester, ½ credit) *Grades 9-12*

Students will skillfully use materials such as pencil, charcoal, pastels, pen, ink, etc. in the rendering of various subjects both realistic and abstract. Emphasis is placed on experimentation, creativity, and composition. The study of art history will be incorporated into this course along with the different styles of drawing. (*Drawing is offered in the fall semester.*)

#### PAINTING - (Second semester, ½ credit) *Grades 9-12*

Painting is an introduction to the use of materials such as watercolors and acrylics. Students will paint on a variety of materials. Exploration of painting techniques will be involved. Art history and color theory are a part of this class. (*Painting is offered in the spring semester.*)

#### CERAMICS - (First semester, ½ credit) *Grades 9-12*

This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Basic terminology and techniques related to clay construction will be covered. Creativity and good craftsmanship are emphasized. This class will also investigate art history which relates to artists who specifically work in ceramics.

#### CERAMICS II - (Second semester/ ½ credit) *Grades 9-12*

This is an advanced ceramic class where students will further explore, and build upon clay techniques learned in Ceramics I. Students will learn techniques such as slip casting, advanced wheel work, and advanced hand building. This is a hands on class where emphasis will be placed on the creative process, product management, and final product.

#### CRAFTS - (1 semester, ½ credit) *Grades 9-12*

In this class students will get an overview of traditional crafts such as basketry, jewelry, fibers, papermaking, mosaic, pottery and stained glass. This class will also investigate art history which relates to artists who specifically work in crafts.

#### SCULPTURE - (Second semester, ½ credit) *Grades 9-12*

This is a beginning sculpture course that incorporates the principles and elements of design. Basic techniques of working, as they relate to the creation of three-dimensional art, will be taught. The course will involve instruction in, and student investigation of, several methods of additive and reductive manipulation of materials. The materials used will include, but are not limited to, clay, plaster, found object, and foam. This class will also investigate art history which is related to artists who specifically work in sculpture.

#### DIGITAL PHOTOGRAPHY - (1 semester, ½ credit) *Grades 10-12*

This course addresses the technical, aesthetic, and conceptual challenges implicit with digital photography. Students will learn how to capture a good photograph along with using Adobe Photoshop and composition techniques. Students will explore a variety of photography. They will also investigate the history of photography and study a variety of artists that work in photography.

DIGITAL ARTS - (1 semester, ½ credit) *Grades 10-12*

***Prerequisite: Digital Photography I***

A variety of dynamic art/video/audio technologies will be utilized to design and create original works of art during this semester course. These processes will allow students to gain an understanding of foundational principles for digital, print, and online media technologies. .

VISUAL ART-INDEPENDENT STUDY - (1 semester, ½ credit) *Grades 11 and 12*

This course is more individualized and specialized. Students will further their education in the area of visual arts they are most interested in. Students will be involved in making projects which encourage self-exploration and creative thinking skills along with improving the technical skill in a particular medium. Students enrolled in this class must be self-motivated and have demonstrated a true interest in the visual arts program. A grade of B or better must be maintained to continue in an independent class.

ADVANCED ART - (1 semester, ½ credit) *Grades 11 and 12*

This course is based is more individualized and specialized are curriculum which is set by the student and instructor. Students will be involved in making projects which encourage self-exploration and creative thinking skills. The student will also be involved in working with the teacher in the capacity of an art assistant. The students will learn how to load a kiln, help with art shows, and help display student work. Students enrolled in this class must be self-motivated and have demonstrated a true interest in the visual arts program. A grade of B or better must be maintained to continue in this class.

## **BUSINESS AND INFORMATION TECHNOLOGY**

ACCOUNTING I - (1 year, 1 credit **Dual credit option for 11 & 12 grade**) *Grades 9-12*

The first semester involves acquiring a working knowledge of the accounting methods involved in operating a service and retail business. A complete accounting cycle from journaling through the completion of financial statements (income statements and balance sheets) is introduced during the first semester. Hands-on experience is gained through the completion of a simulated business practice set. The second semester looks at a more complex accounting system, including automated accounting systems. Students who are interested or plan to be involved in owning/managing a business or those who are considering majoring in business after they leave high school will find this course useful.

ACCOUNTING II - (1 year, 1 credit. Dual credit option for 11 & 12 grade) *Grades 9-12*

***Prerequisite: Accounting I***

This course is a continuation of Accounting I and students will be building on what was learned in the first year. Students will be learning accounting cycle for a merchandising business organized as a corporation and partnerships. Students will also explore the nature of personal and business ethics. An accounting simulation will be completed at the end of the year using all appropriate accounting functions. Students will also explore the world of automated accounting using computerized accounting applications.

ACCOUNTING III - (1 year, 1 credit. Dual credit option for 11 & 12 grade) *Grades 9-12*

***Prerequisite: Accounting II***

This course is practical application of the journaling and accounting knowledge for the workplace. CPV Analysis, preparing financial statements for corporations, time value of money for making management decisions, net present value analysis and reporting investments at fair value will be discussed. Other decision making processes such as accept or reject, make or buy, determining selling price, pricing strategies and when to maintain an inventory or not, accounting for Long Term Debt and calculating best options. Equivalent to college level Accounting 101.

**BUSINESS LAW** (½ credit) *Grades 9-12*

This course covers legal principles used in the business world. Contract, sales, bailment, agency employment, property laws, torts criminal law, marital property and bankruptcy are emphasized. Federal, state and case law serve as the basis for study.

**COMPUTER CONCEPTS INTRODUCTION** - (1 semester, ½ credit) *Grades 9-12 Required*

***Dual Credit Option for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students***

This course is designed for students to learn concepts and skills essential for survival in the computerized network information age. The focus of the course is on the students' use of the computers for personal use in a hands-on, interactive computing environment. Software used is Microsoft Office 2016 covering Word, Excel, and PowerPoint. This is non-mathematical course. Students may receive certification as a Microsoft Office Specialist, Dual Credit through MATC or Advanced Standing for 11 & 12 graders.

**COMPUTER CONCEPTS ADVANCED** - (1 semester, ½ credit) *Grades 9-12*

***Prerequisite: COMPUTER CONCEPTS INTRODUCTION***

***Dual Credit Option for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students***

This course is designed for students to learn concepts and skills essential for survival in the computerized network information age. The focus of the course is on the students' use of the computers for personal use in a hands-on, interactive computing environment. Software used is Microsoft Office 2016 Access and Publisher. This is non-mathematical course. Students may receive certification as a Microsoft Office Specialist (MOS), Dual Credit through MATC or Advanced Standing for 11 & 12 graders.

**ENTREPRENEURSHIP**- (1 semester, ½ credit) *Grades 9-12*

Want independence? Want to work for yourself? This course is designed to introduce students to the aspects involved in owning and operating a business. Topics covered include discovery of idea generation, identify how problems are solved, evaluate if your idea is feasible. You will be creating a business plan, managing finances, manage growth, client relations, incorporate technology, determine your competition & profits, managerial procedures, hiring and employment regulations, and marketing. Students participate in a business simulation in which each operates a business and performs all of the daily functions over a time span. Previous experience with Excel is recommended. Dual Credit/Advanced Standing may be available for grades 11 & 12

**MARKETING PRINCIPLES** – (Second semester, ½ credit) *Grades 9-12*

***Dual credit option for 11<sup>th</sup> and 12<sup>th</sup> grade.***

This is a foundational course in Marketing. Emphasis on fundamental marketing concepts including product development and management, pricing analysis and determination, promotion principles and fulfillment strategies relative to channels and physical distribution to organizational effectiveness and success. Projects may include sales of yearbook ads to local businesses. Dual Credit through MATC or Advanced Standing for 11 & 12 graders with a “C” or better.

**TECHNOLOGY ENHANCEMENTS** - (First semester, ½ credit) *Grades 9-12*

Students will study and use computer technology and concepts such as voice recognition software, scanners, digital cameras, web cams, video conferencing, CD burners, Adobe Photoshop, video editing, And publishing, screencastify, virtual reality, and website design.

**YEARBOOK** - (1 semester, ½ credit) *Grades 11 and 12*

***Prerequisite: Consent of Instructor***

This course examines the structure, functions, and theories of mass media in society. Students are familiarized with radio, television, book, newspaper, advertising, magazine, film, and record industries. Included in this course

is the production of the Cambria-Friesland yearbook which includes business management and sales of ads, layout and design, software usage, journalism techniques, and meeting deadlines.

## **COMPUTER Science** (Provided through Edhesive)

### INTRODUCTION TO COMPUTER SCIENCE - (1 year, 1 credit) *Grades 9-12*

An interactive introductory course for students brand new to programming that teaches the foundations of computer science using Python language.

### AP COMPUTER SCIENCE PRINCIPLES - (1 year, 1 credit) *Grades 10-12* **This course will be weighted.**

Introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world.

### AP COMPUTER SCIENCE A (JAVA) - (1 year, 1 credit) *Grades 10-12* **This course will be weighted.**

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. Students will learn object-oriented programming using the Java language and will emphasize problem solving and algorithm development.

## **ENGLISH**

### ENGLISH 9 - (1 year, 1 credit) **Required**

#### ***Prerequisite: Freshmen Standing***

English 9 introduces students to literacy genre in which students use critical reading and writing skills. Units in this course include a study of short stories, drama via Shakespeare's *Romeo and Juliet*, memoir *Night* by Elie Wiesel and biographical *Tuesdays with Morrie* by Mitch Albom. Students will also participate in project-based learning via an informative career presentation related to our Career Exploration Unit.

### ENGLISH 10 - (1 year, 1 credit) **Required**

#### ***Prerequisite: Sophomore Standing***

English 10 continues to develop students' skills in report writing and research including documentation, transitions, thesis, and paraphrasing via a research paper unit tied to Career Exploration. Additional units include drama via Shakespeare's *Julius Caesar*, an in-depth unit on writing effective introductions/conclusions as well as paragraph structures, the novels *A Separate Peace* by John Knowles and *The Scarlet Pimpernel* by Baroness Orczy, and creative writing.

### ENGLISH 11 - (1 year, 1 credit) **Required**

#### ***Prerequisite: Junior Standing***

This course focuses on a variety of American and World literature. Emphasis will be placed on the social commentaries made by the authors themselves. This course is primarily analytical in nature with students expected to read various poems, short stories, essays, novels, and plays and discuss them in class. The development of critical essays is based on the literature that is read and discussed in class. An emphasis will be placed on literary analysis and writing compositions based on literary analysis.

### ENGLISH 12 - (1 year, 1 credit) **Required (May substitute AP English Literature)**

#### ***Prerequisite: Senior Standing***

Students will study a variety of literature and critically analyze it in relationship to today's society. Students will review English grammar and the rules of punctuation as well as writing and composition techniques that will prepare them for the future. There will be several in-depth compositions assigned throughout the year. Students will also continue to read and analyze various works of literature and respond in writing to those works.

AP ENGLISH LITERATURE AND COMPOSITION – (1 year, 1 credit) ***This course will be weighted.***

***Prerequisite: Junior Standing-comfort reading college-level texts and application of conventions of standard written English in one's writing.***

This course aligns to an introductory college-level literary analysis course. The course engages students in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide meaning. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, diction, mood, and tone. Writing assignments include expository, analytical, and argumentative essays as well as literary analyses that require students to analyze and interpret literary works.

## **FAMILY AND CONSUMER SCIENCES**

FOOD SCIENCE - (1 year, 1 credit, offered alternate years 2020-21) *Grades 10-12*

This course explores how the individual family has an important effect on forming health eating habits. Nutrition and the human body will be studied. Lab work will include making healthy foods using healthy ingredients. Students will do group work and presentations throughout the course. Have you ever wondered what causes bread to rise, why fruit turn brown, or how crystals form on ice cream? These kinds of questions will be investigated through a variety of learning experiences to gain an understanding of science and its application to foods. Emphasis will be put on the science concepts of chemistry, biology, physics, microbiology, and nutrition. ***This course can be considered one required credit of science for graduation. However, colleges and universities will not count this course as a science course for admission purposes.***

FOOD PREPARATION - (1 year, 1 credit, offered alternate years 2019-20) *Grades 10-12*

This course will develop skills needed to prepare simple to elaborate types of foods. Different techniques will be used to prepare foods that can be served for breakfast, lunch, dinner, and snacks. A study of bread-baking and dessert-making will be included. Students will use safety and sanitation techniques that are related to the food service industry. Students will get a chance to reinvent, change, or develop different recipes. Prior knowledge of food preparation is not a requirement.

PERSONAL FINANCE - (1 semester, ½ credit) *Grades 9-12* **Required**

Who wants to be a millionaire? Every student is encouraged to participate in this class. Students will have the opportunity to learn how to be a success in their future. Emphasis will be placed on financial responsibility. Topics will include money management and budgeting, borrowing, earning power, investing options, financial services, rent or buy, taxes and insurance. Other topics may also include insurance and investment.

TEXTILE AND APPAREL SERVICES - (1 year or 1 semester/ 1 or ½ credit) *Grades 10-12*

Students will study fiber and the many products made from fabrics. Different projects will be done throughout the year including pillows, no-sew blankets, needle work, and fleece or flannel pants to name a few. Students will need to provide supplies for some of their projects.

INTERIOR DESIGN/ARCHITECTURE -(1 year or 1 semester/ 1 or ½ credit) *Grades 10-12*

Students will gain an understanding of the elements and principles of design, including selecting colors, fabrics, furnishings, lighting and furniture. Students will develop skills in architectural drafting and space planning through the use of hand and/or computerized drafting techniques. Students will apply math calculations to scale rooms and create scaled floor plans for a variety of spaces. Class projects include decorating sample rooms and designing floor plans. Students will also explore potential careers in the architecture and design fields.

LIFE MANAGEMENT & ADULT ROLES AND RESPONSIBILITIES - (1 semester, ½ credit) *Grades 10-12*

This course prepares students to understand the nature, function, and significance of human relationships involving individuals and families. Topics include: family living, parenting, household and money management,

decision-making skills, communication skills, self-awareness, crisis management, and the individual's roles and responsibilities within the family and community. Emphasis will be placed upon the uniqueness, needs, and interests of individuals and families.

PARENT AND CHILD - (1 semester, ½ credit) *Grades 9-12*

Students will explore concepts and learn skills to prepare for parenting infants, toddlers, preschoolers, and school-aged children. Students will consider parenting as a lifelong career and delve into topics such as communication, brain development, children with special needs, and more topics.

POST SECONDARY OPTIONS - (1 semester, ½ credit) *Grades 11-12 Required*

This course is offered to juniors and seniors as they prepare for post-secondary plans. Assistance will be provided to students in researching various colleges, preparing college applications, completing scholarship applications, preparing for testing, and enhancing job related skills, including: communication, writing, mathematical computation, listening, interpersonal, critical thinking, and use of a variety of technologies. Students will be doing a variety of projects and participating in mock interviews.

INTRODUCTION TO EARLY CHILDHOOD/CHILD CARE - (1 year or 1 semester/1 or ½ credit) *Grades 11-12*

***Prerequisite: Parent and Child***

Quality child care is a major concern of parents, schools, and industry. The need for trained child care workers has increased along with the concern for quality child care. This course will help prepare workers who provide early child care. This is a good class for anyone interested in being a teacher, day care provider, nurse, doctor or parent. It is also a great foundation for students interested in psychology, sociology and human development.

STUDENT ASSISTANT - (1 year or 1 semester/1 or ½ credit) *Grades 9-12*

***Prerequisite: Consent of Instructor***

This program is designed for the student who has displayed a high degree of competency in a subject area and has shown a maturity level to handle independent work and responsibility. The student is expected to work with the instructor and perform a wide range of tasks. Students may be placed as a teacher assistant, office assistance, library assistant, computer lab assistant, etc. Goals, training, and requirements will be set at the beginning of each quarter with the goal to prepare students for realistic employee relationships. Grading is pass/fail.

## **MATHEMATICS**

*Classes offered in the area of math each year are: Algebra\*, Geometry\*, Advanced Algebra\*, Pre-Calculus\*, and Calculus\*. Rotating classes are: Mathematical Problem Solving and Applied Math I and II.*

*Colleges and universities require a minimum of three credits of math. Only the courses designated with a \* above are accepted as a math credit by a majority of colleges and universities.*

*All students are required to fulfill all prerequisites before taking a course. If a student does not meet the prerequisite but would still like to take a course, they must complete the **Mathematics Course Approval Form** within this packet. No exceptions will be made. Students wishing to enroll in more than one mathematics class in the same semester must also complete this form. A passing grade is considered a D- or higher in both semesters.*

ALGEBRA - (1 year, 1 credit) *Grade 8-12*

***Prerequisite – Passing grade in Pre-Algebra/Placement Test or Teacher Recommendation***

This class is typically taken in 9<sup>th</sup> grade. The topics covered in Algebra are a review and expansion of Pre-Algebra concepts, graphing, linear and quadratic equations, applications through word problems, exponents, rational and radical algebraic equations, and inequalities.

GEOMETRY - (1 year, 1 credit) *Grades 9-12*

***Prerequisite: Passing grade in Algebra***

This class is typically taken in 10<sup>th</sup> grade. Geometry is a branch of mathematics that studies the relationship between points, lines, angles, surfaces, and solids. It provides an opportunity for students to learn to think and reason mathematically by using various types of reasoning skills and to apply skills learned in Algebra. Students will solve problems relating to various geometrical figures, learn about the history and applications of geometry, and accomplish proofs to better understand concepts in geometry.

ADVANCED ALGEBRA - (1 year, 1 credit) *Grades 9-12*

***Prerequisite: A grade of a C or higher in Algebra both semesters or Course Approval Form signed by required parties***

Advanced Algebra is partly an extension of Algebra, wherein topics studied are covered more in depth. This is an advanced and rigorous course for students planning to continue to Pre-Calculus. In addition, several new topics are introduced, including imaginary numbers, trigonometry, conic sections, logarithms, matrices, functions, sequences, series, permutations, combinations, and probability.

PRE-CALCULUS - (1 year, 1 credit) *Grades 9-12 This course will be weighted.*

***Prerequisite – A grade of a C or higher in Advanced Algebra both semesters or Course Approval Form signed by required parties***

Pre-calculus is the final course before the formal study of Calculus. Its purpose is to complete all topics required for Calculus and introduce those topics which are the theoretical foundation of Calculus.– Some of the topics covered are functions and trigonometry, area under the curve, polynomial and rational functions, exponentials and logarithms, limits and rates, extending periodic functions and an introduction to limits and derivatives. If time allows we will introduce the binomial theorem as well as work upon row reduced echelon form.

CALCULUS AP - (1 year, 1 credit) *Grades 9-12 This course will be weighted.*

***Prerequisite – A grade of C or higher in Pre-calculus both semesters or Course Approval Form signed by required parties.***

This course follows Pre-Calculus and is similar to first semester college Calculus. Beginning with limit and continuity, the course moves into derivatives and their applications, such as curve sketching, related rates, maximum-minimum problems and linear approximations. Integration is then studied, along with its applications. Further topics include trigonometric, exponential and logarithmic functions and their derivatives, along with applications such as exponential growth and decay. The course concludes with special integration techniques such as integration by parts, trigonometric substitution, and the use of tables. (*Graphing calculator required.*) After completion of this course, student will be prepared to take the AP Calculus Exam AB, at an additional cost to the student.

APPLIED MATHEMATICS - (1 year, 1 credit, offered alternate years) *Grades 9-12*

This course covers a variety of topics, such as whole numbers, fractions, decimals, percents, proportions, geometry and measurement, algebra, and data and graphs, which are designed to foster interest in and show the applicability of mathematics. Students will develop useful mathematics skills through engaging exercises that relate to their lives. They will investigate concepts, work collaboratively, share ideas orally and in writing, and discover multiple ways to solve problems.

APPLIED MATHEMATICS II- (1 year, 1 credit, offered alternate years) *Grades 9-12*

***Prerequisite – Students must have passed either Applied Math I, Pre-Algebra or Algebra***

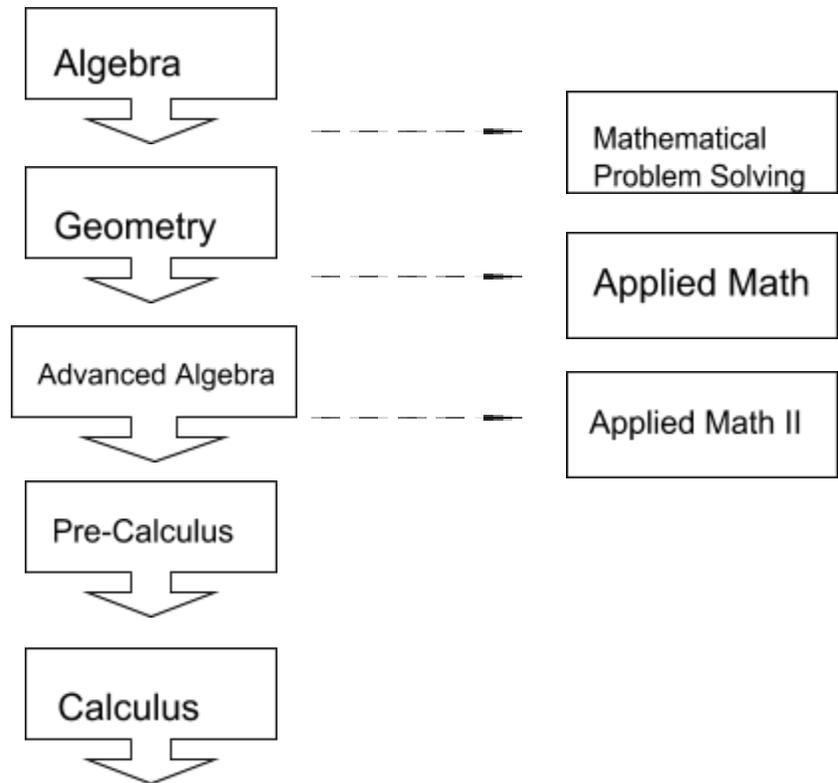
Students continue to develop math and problem solving skills while learning how to apply geometry, algebra, and physics to real-life situations. The course will cover topics ranging from area and volume to trigonometry and quadratics. It helps students to understand the importance and relevance of mathematics in their future. ***The university of Wisconsin System accepts completion of Applied Mathematics I AND Applied Mathematics II as the equivalent of completion for Introduction to Algebra AND Algebra I.***

MATHEMATICAL PROBLEM SOLVING - (1 year, 1 credit, offered alternate years) *Grades 9-12*

This is an applied, problem-centered course, which includes the focus of the retention and/or acquisition of computation skills with the purpose of the further development of basic mathematical concepts. Areas of study include positive and negative numbers, fractions, decimals, percents, and measurements. Elements of Algebra, Geometry, and Statistics are taught throughout the course.

*High School Math Course Flow Chart*

The diagram below provides the usual sequence of high school mathematics courses. Depending on student needs and scheduling, this sequence may be altered.



# Mathematics Course Approval Form

**Student Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Graduation Year: \_\_\_\_\_ G.P.A.: \_\_\_\_\_

**Previous Math Courses / Grades:**

	First Semester	Second Semester		First Semester	Second Semester
<input type="checkbox"/> 8 <sup>th</sup> grade Math			<input type="checkbox"/> Calculus		
<input type="checkbox"/> Algebra			<input type="checkbox"/> Applied Mathematics		
<input type="checkbox"/> Geometry			<input type="checkbox"/> Applied Math II		
<input type="checkbox"/> Advanced Algebra			<input type="checkbox"/> Math Problem Solving		
<input type="checkbox"/> Pre-Calculus			<input type="checkbox"/> Other _____		

**Requested Course(s):**

- |  |   |
|--|---|
| <input type="checkbox"/> Algebra<br><input type="checkbox"/> Geometry<br><input type="checkbox"/> Advanced Algebra | <input type="checkbox"/> Math Problem Solving<br><input type="checkbox"/> Applied Mathematics<br><input type="checkbox"/> Pre-Calculus<br><input type="checkbox"/> Calculus |
|--|---|

**Written Explanation for Request: (by student)**

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**Parent:** \_\_\_\_\_

**Parent:** \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Math Teacher Approval:** \_\_\_\_\_ Date: \_\_\_\_\_

**Math Teacher Approval:** \_\_\_\_\_ Date: \_\_\_\_\_

(Must obtain signatures from both current and intended future math teachers for approval.)

**School Counselor:** \_\_\_\_\_ Date: \_\_\_\_\_

**Administrator:** \_\_\_\_\_ Date: \_\_\_\_\_

- Date Approved: \_\_\_\_\_
- Date Denied: \_\_\_\_\_

# MUSIC

## HIGH SCHOOL BAND - (1 year, 1 credit) Grades 9-12

The high school band offers the student the opportunity to continue his/her music education into high school. Membership in band includes daily rehearsals or the preparation of music for the various events in which the band participates. Band participation includes performing at a variety of events throughout the year, including, but not limited to the summer Park Days Parade, formal concerts, fall marching band, and basketball pep band. Participation in the WSMA solo & ensemble festival is also available to students.

## HIGH SCHOOL CHOIR - (1 year, 1 credit) Grades 9-12

Chorus is devoted to the development of musicianship through participation in a group vocal performance. Membership in chorus requires daily rehearsals devoted to the preparation of music, the improvements of individual and group vocal techniques, and the increase of music knowledge. Music selections will include a varied repertoire of sacred, secular, traditional, and popular styles. Chorus participation includes performances at a variety of events throughout the year, including concerts and special assemblies.

## HIGH SCHOOL JAZZ BAND - (1 year; 1 credit) Grades 9-12

The Jazz Band will play a variety of different styles of jazz music. These styles are blues, shuffle, ballad, samba, and rock. Students will play and improve upon improvisation through chordal changes and alternative forms, including rhythm changes, and blues form. Finally, the members of the jazz ensemble will prepare for performances, festivals, and contests.

## THEATRE ARTS - (1 semester, ½ credit) Grades 9-12

Students will learn basic theater principles in acting and stage productions. This will include but not be limited to movement, voice, diction, stage/scene development, and costuming. Coursework will include original scene performance and productions. Students will study and perform in a variety of theatrical works including one-act plays, musicals, and impromptu performance. Some evening rehearsals and performances will be required.

# PHYSICAL AND HEALTH EDUCATION

*Note: A doctor's excuse will be needed to be excused for any part of physical education or swimming requirements. No credit is granted for a doctor's excuse. A student who has begun a semester in Physical Education class but is declared by a doctor to be medically excused (ME) shall continue to attend classes (without actively participating) unless permission is given by the instructor to go elsewhere. A student receiving an ME on their report card shall receive credit for Physical Education but does not earn a letter grade.*

## PHYSICAL EDUCATION 9 - (1 semester, ½ credit) Grade 9

PE 9 is designed for students to improve sport specific skills and strategy related to team and individual sports. Through the use of sports, students improve strength, endurance, agility, sportsmanship, teamwork, and gain an appreciation for physical activity. Units include fitness testing, flag football, soccer, eclipse ball, basketball, badminton, and pickle ball. **This class meets daily and is offered both 1<sup>st</sup> and 2<sup>nd</sup> semester.**

## TEAM SPORTS - (1 semester, ½ credit) Grade 10-12

### ***Prerequisite: Successful completion of PE9***

The emphasis with this course is on advanced skill development and team concepts such as sportsmanship, strategy, cooperation, and teamwork. A desire to work with others and accept differences are essential. Units include a variety of traditional and nontraditional sports that include but are not limited to basketball, flag football, soccer, floor hockey, and volleyball.

INDIVIDUAL AND DUAL ACTIVITIES - (1 semester, ½ credit) *Grade 10-12*

***Prerequisite: Successful completion of PE9***

This course offers a variety of activities meant to meet the needs of the individual. Through goal setting, self-awareness and skill improvement in individual and partner activities, students will develop their desire to pursue recreational activities. Units include, but are not limited to weight training, yoga, dance, pickle ball, and archery.

ACTIVE LIFESTYLE - (1 semester, ½ credit) *Grades 10-12*

***Prerequisite: Successful completion of PE9***

This class will cover three dimensions of wellness-physical, emotional and social, through the introduction of activities that help to maintain physical well-being, increase social interaction and decrease stress. Projects and assignments may and will be given to reinforce learning. Students will make goals and keep a journal. Time will be split between the classroom, gym, weight room, and outdoors. This class may be individualized to meet student needs. **This class can also be counted towards the required health credit.**

HEALTH - (1 semester, ½ credit) *Grade 10 Required*

Health Education students will participate in self-inventories, and interactive experiences that reinforce positive health choices in all areas of daily life- physical, mental, and social. Students will be encouraged to take responsibility for their own health and make wellness a lifelong habit.

.5 Credit Physical Education Exemption

**POLICY TO TAKE EFFECT BEGINNING WITH THE 2013-2014 SCHOOL YEAR**

A student who meets all of the following requirements shall be eligible to complete an additional one-half credit in an elective mathematics, science, English, social studies or health education course in lieu of one-half credit of physical education for the purposes of high school graduation. The elective one-half credit may not be taken as an on-line or Edmentum credit. The student must have earned junior or senior status when he/she applies for this ½ credit physical education exemption.

The student must complete two full seasons of participating in one or more district or co-operative approved WIAA sanctioned Junior Varsity, Varsity, or other district sponsored sports before credit is granted. In addition, the student must commit to be actively involved in a sport the year the exemption is granted. If a student is granted the exemption and does not compete or quits his/her only sport(s) he/she will be required to take the physical education .5 credit in the 2<sup>nd</sup> semester of that academic year or the following semester in the next school year. If a schedule conflict exists an independent physical education class will be established between the student and instructor. If a student is a senior and drops his/her only sport during 2<sup>nd</sup> semester i.e. spring sport, and cannot substitute another organized physical activity for this sport, he/she will not have met the graduation requirements of the Cambria-Friesland Board of Education and will not graduate.

The student must be in good standing on the team(s) for the entire length of the past season and have had no athletic code violations. This will be applied in the current year season if the sport or activity was not offered in the prior year. In addition the student must have completed at least .5 credit of physical education. The student must be in good academic standing at the time of application as determined by the building principal. If a student is suspended for the season due to conduct or academic reasons and is not involved in any sport that academic year, or in his/her senior year if applicable, he/she will be required to take the additional .5 credit of physical education to fulfill graduation requirements.

A student with a disability, who is not able to meet the requirements for participation in any of the school's WIAA or other school sponsored sports program due to his/her disability, but who has participated in another organized physical activity approved by the Athletic Director and the Director of Special Education under similar conditions as outlined above, may also be eligible for this physical education exemption credit option.

Any student injured while participating during the course of his/her sanctioned season may request a panel review for exemption eligibility. The panel will consist of the Athletic Director, Building Principal, and affiliated coach. In order for the panel review to be initiated, a student must present a valid medical excuse to the Athletic Director who will schedule the panel review. The panel's decision shall stand unless appealed and overturned by the Superintendent of Schools.

Students shall submit their exemption form request in writing to the Principal prior to the start of the quarter in which they plan to apply for the exemption. When making approval decisions, the Principal shall take into consideration such factors as the rigor of the sport/organized activity, the length of the sport/organized activity season, the frequency of the sport/organized activity practices and contests, and the sport/organized activity management or supervision. For the 2013-2014 school year, the Principal may substitute a written exemption request with a verbal request initiated through a meeting with a student. This verbal initiated request is only valid until the "exemption form" is completed and available for student use.

**.5 Credit Physical Education Exemption Form**

Name \_\_\_\_\_ School Year \_\_\_\_\_

**List previous WIAA Junior Varsity, Varsity or district sports participation and year participated:**

**List the current school year sport(s) that you are or will be a participant:**

**List the Mathematics, Science, English, Social Studies or Health .5 credit to be used as the class to meet the waiver requirement. It must be understood that this course must be above and beyond the basic graduation requirements of the C-F Board of Education.**

\_\_\_\_\_

**I have read the Policy IKG .5 Credit Physical Education Exemption Policy and understand the consequences of NOT following the policy. If a student is a senior and drops his/her only sport during 2nd semester i.e. spring sport, and cannot substitute another organized physical activity for this sport, he/she will not have met the graduation requirements of the Cambria-Friesland Board of Education and will not graduate.**

Student signature \_\_\_\_\_ Principal signature \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

# SCIENCE

## INTRODUCTION TO PHYSICS AND CHEMISTRY- (1 year, 1 credit) *Grades 9-12 Required*

### ***Prerequisite – freshman standing***

This is a first year course in the physical sciences, which is the study of interaction of matter and energy in our world. Students will be involved in general learning skills such as observation, reasoning, experimental techniques, laboratory experiences, analyzing data, and communication. Basic chemistry will include the structure of an atom, chemical compounds, and applications of chemistry. Basic physics will include the study of forces, motion, electricity, magnetism, sound, light, and the various forms of energy.

## BIOLOGY - (1 year, 1 credit) *Grades 10-12 Required*

### ***Prerequisite – Introduction to Physics and Chemistry***

This course is designed to be an overview of skills, techniques, and basic knowledge related to the scientific study of living things. Areas of study include: organization of life, the cell (its structure, contents and their functions, DNA and its functions, and how the cell divides), how traits are passed on, and a review of organisms from the Kingdom Animalia with hands-on laboratory dissection or representative phyla.

## ENVIRONMENTAL SCIENCE - (1 year, 1 credit) *Grades 11-12 Alternating years. 2019-20*

### ***Prerequisite – Introduction to Physics and Chemistry & Biology***

Environmental Science is a laboratory science course that enables students to develop an understanding of the natural world and the environmental problems associated with it. Students will identify and analyze environmental problems both natural and human-made and propose alternative solutions for resolving or preventing them.

## CHEMISTRY - (1 year, 1 credit) *Grades 10-12*

### ***Prerequisite – Introduction to Physics and Chemistry***

Chemistry begins to prepare the student for college level chemistry through basic concepts, theories and models. Topics will include atomic models, mathematical analysis, use of the periodic table, chemical reactions expressed in formulas and equations, and energy relationships in Chemistry. The student will develop a background in basic chemistry and participate in developing skills in problem-solving, theory building, modeling, and relating science to technology as applied in our society.

## AP CHEMISTRY - (1 year, 1 credit) *Grade 12 Alternating years. 2019-20 This course will be weighted.*

### ***Prerequisite – Chemistry I (B or better 2<sup>nd</sup> semester)/Consent of Teacher, Advanced Algebra***

AP Chemistry consists of review of general chemistry concepts, with emphasis on problem-solving and quantitative analysis through laboratory experience. Topics covered may consist of, but are not limited to: stoichiometry, thermochemistry, gas laws, atomic structure, solutions, acid/bases, equilibria, oxidation-reduction, organic chemistry, and biochemistry. The focus is on skills needed by those taking college chemistry, especially in a health-related field.

## PHYSICS - (1 year, 1 credit) *Grades 11-12 Alternating years 2018-19 This course will be weighted.*

### ***Prerequisite – Advanced Algebra and Geometry***

Physics is the most fundamental of all the sciences and is the basis of engineering. It is the study of matter and its interactions. The course is an in-depth study of mechanics (motion) including both linear and rotational mechanics, as well as the special and general theories of relativity. Emphasis will be placed on the limitations of classical physics and its enhancement by modern physics. Using the law of physics to solve problems will be stressed.

AP BIOLOGY – (1 year, 1 credit) *Grades 11, 12* Alternating years 2018-19 ***This course will be weighted.***

**Prerequisite – Biology & Chemistry or consent of instructor**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.

## **SOCIAL STUDIES**

U. S. HISTORY - (1 year, 1 credit) *Grade 9-12* **Required (May substitute AP US History)**

U.S. history is designed to have students investigate the cultural, political, and economic events and circumstances that have shaped the United States from Reconstruction through the current issues of the 21<sup>st</sup> century. As our world becomes more connected it is valuable for US citizens to have an awareness of how our national position in the world was established therefore, we will discuss how and why the United States became the world super power that it is. By learning our nation's history we all will have a better understanding of our place in the world.

WORLD GEOGRAPHY - (1 year, 1 credit) *Grade 9-12*

This course is dedicated to the study of the world around us. It starts with an introduction to geography, in which students learn the five themes of geography and reinforce their geographical skills. Students will look at geography as a social science by emphasizing the relevance of geographic concepts to human problems, while examining the relationship between globalization and cultural diversity. Students will also have opportunities to explore chosen areas of the world more closely through the completion of individual projects.

CIVICS - (1/2 year, ½ credit) *Grades 9-12* **Required**

The student will study the duties and responsibilities of citizenship. The class also contains an in-depth study of American government -federal, state, and local.

ECONOMICS - (1/2 year, ½ credit) *Grade 9-12*

Students learn how Americans make decisions in a free enterprise system. There will also be a comparison of the American economic system with those and other countries. Some of the topics covered will be supply and demand, free enterprise, how the federal budget is made, foreign trade, taxes, and unemployment.

SOCIAL PROBLEMS - (1 year, 1 credit) *Grade 10-12*

This course combines the disciplines of sociology and psychology. Students will study the development of sociology and the various theoretical perspectives to the study of society. Other concepts covered include: culture, social structure, deviance and crime, race and ethnicity, family organization, religion and education, politics and the economy, and population and the environment. Students will also study different approaches to psychology and careers in psychology. Some of the topics covered in that semester will be: types of psychological research, the central and peripheral nervous system, learning, memory, intelligence, personality, and abnormal psychology.

WORLD HISTORY - (1 year, 1 credit) *Grade 10-12*

This course covers the history of the world from 1300-present. Some of the topics covered include European Renaissance and the Reformation, Exploration, Absolute Monarchs of Europe, Enlightenment and Revolution, and Industrial Revolution among others. Historical themes are also addressed.

AP US HISTORY – (1 year, 1 credit) *Grade 10-12* ***This course will be weighted.***

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identify; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course.

## WORLD LANGUAGES

*Note: Due to the nature of foreign language study, and the fact that each level is predicated on the mastery of the preceding level, it is required that the student pass the previous level with a C or better in order to proceed to the next level.*

DEVELOPMENTAL SPANISH - (1 year, 1 credit) *Grades 9-12*

***Prerequisite: Spanish 1 and Consent of Instructor***

This class is for the student who has completed Spanish I but is not ready to Spanish II. This class will review and reinforce vocabulary and grammatical concepts learned in Spanish I. ***Although high school credit is received for this course, it does not fulfill college admission requirements.***

DEVELOPMENTAL SPANISH II - (1 year, 1 credit) *Grades 10-12*

***Prerequisite: Spanish II and Consent of Instructor***

This class is for the student who has completed Spanish II but is not ready for Spanish III. This class will review and reinforce vocabulary and grammatical concepts learned in Spanish II. ***Although high school credit is received for this course, it does not fulfill college admission requirements.***

SPANISH I - (1 year, 1 credit) *Grades 8-12*

Spanish I will introduce the student to the Spanish language by developing skills in reading, writing, speaking, and listening. It also takes a look at culture, history, customs, and everyday life of the Spanish-speaking people. Emphasis will be on communication and self-expression in the Spanish language. *Students that take the course in 8th grade may have the opportunity to take the course again in 9th grade without penalty based on instructor approval or recommendation.*

SPANISH II - (1 year, 1 credit) *Grades 9-12*

***Prerequisite – Spanish I, with grade of C or better***

Spanish II is a continuation of Spanish I. It consists of review of the vocabulary and grammar principles learned in Spanish I, as well as looking at more advanced grammatical concepts. More emphasis will be placed on real-life communication in the language as well as a more in-depth look at the culture and customs of Hispanic people.

SPANISH III - (1 year, 1 credit and/or college credits) *Grades 10-12 This course will be weighted.*

***Prerequisite – Spanish I and II***

Spanish III is a continuation of Spanish II. Grammatical concepts and vocabulary will be reviewed. Culture and literature will be looked at more in depth. Major emphasis will be on daily communication in the Spanish language in a variety of settings.

SPANISH IV - (1 year, 1 credit and/or college credits) *Grades 11-12 This course will be weighted.*

***Prerequisite – Spanish I, II, and III***

***Dual Credit Option available.***

Spanish IV is a continuation of Spanish III. Once again, the major emphasis will be on daily communication in a Spanish language.

SPANISH V – (1 year, 1 credit and/or college credits.) *Grade 12 This course will be weighted.*

***Prerequisite – Spanish I, II, III, IV***

Independent projects in Spanish emphasizing reading, writing and speaking.

# **AGRICULTURE**

(Portion will be added after approved course descriptions are received from Randolph.)