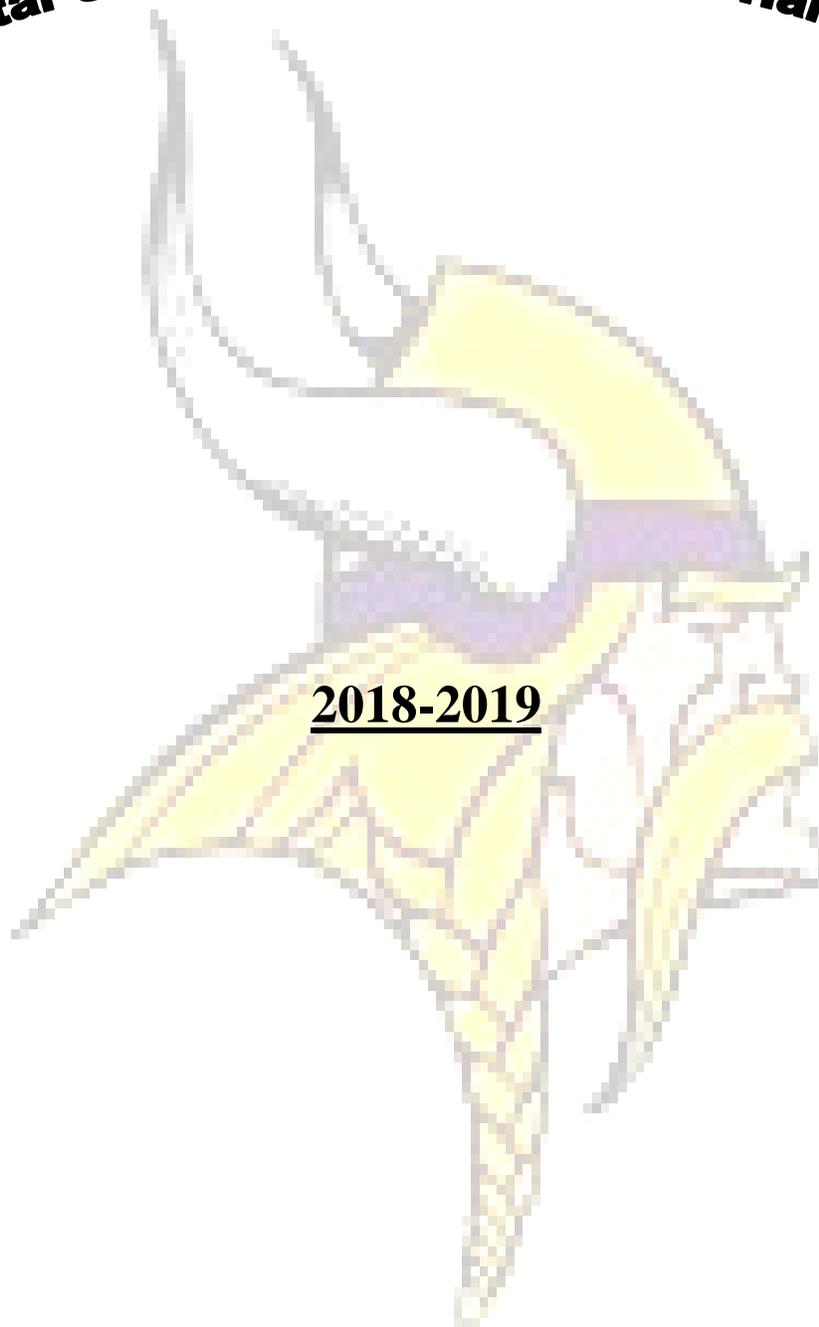


UPDATED: 12/6/2017

Gibraltar Secondary School Course Handbook



2018-2019

Mission Statement

Gibraltar Schools, in partnership with the family and community, will strive for excellence in educating each of our children to live responsible, creative, and fulfilling lives in a global society.

COURSE OFFERINGS 2018-2019 SCHOOL YEAR

Gibraltar High School * 3924 Hwy. 42, Fish Creek, WI 54212
920-868-3284

The Course Handbook

The course handbook contains information about courses offered at the Gibraltar Secondary School. It assists parents and students in selecting classes that meet the graduation requirements as prescribed by the school board. The course offerings are traditional and non-traditional. Some are synchronized with the school calendar, others are asynchronous and individualized. An effort has been made by the school to maintain breadth in programming to afford students wide opportunity to fulfill the graduation requirements as well as follow individual interests that assist in preparation for post-secondary, higher education and the world of work. All courses and options contained in the handbook have been approved for offering by the Gibraltar Board of Education.

The Gibraltar Secondary School uses prescriptive and elective philosophy in developing the high school master schedule. In developing the 7th and 8th grade master a prescriptive process is used as nearly all of the coursework is required. Courses that are required by the school board are prescribed with the number of course sections developed based on the number of students to be educated and teacher availability. Elective course offerings are determined based on student demand (at the time of requested future year courses) for the course and the availability of a licensed teacher. Every effort is made to successfully meet the course requests of the student body, but school officials reserve the right to modify the schedule, cancel a course, and/or reduce course sections. Parents or students who have questions regarding the building of the master schedules or the student schedules should call the school counselor at 868-3284 ext. 264.

Dropping Classes

It is highly recommended that schedule changes for first semester and/or yearlong courses be made before the start of the school year. Second semester changes should be made near the close of first semester. The principal must approve all schedule changes requested after the three day add/drop period. A required course may not be dropped. After the first three (3) class days of a course, students can no longer drop courses without getting a drop F for the course grade. In the case of extenuating circumstances, this rule could be waived by direction of the principal and a withdrawal (W) will be substituted. For middle school students, this policy only has bearing on band and choir as they are the only elective offerings.

Common Grading Scale – 5421.03

The following grading scale shall be used by teachers in grades 6 through 12:

100 – 95 = A
94.99 – 92 = A-
91.99 – 89 = B+
88.99 – 86 = B
85.99 – 83 = B-
82.99 – 80 = C+
79.99 – 77 = C
76.99 – 74 = C-
73.99 – 71 = D+
70.99 – 68 = D
67.99 – 65 = D-
64.99 – 0 = F

Grading System

Regular curriculum:

A = 4.000	C+ = 2.333	D- = 0.667
A- = 3.667	C = 2.000	F = 0.000
B+ = 3.333	C- = 1.667	I = 0.000
B = 3.000	D+ = 1.333	W = 0.000
B- = 2.667	D = 1.000	WF = 0.000

S= Satisfactory; U= Unsatisfactory; P= Pass; I= Incomplete;

W= Withdrawal (no penalty); WF= Withdrawal Failure.

Honor courses add .500; i.e. A = 4.500, etc.

Advanced Placement courses add 1.000; i.e. A = 5.000, etc.

Class Rank – G.P.A

Gibraltar class rank is based on a weighted, cumulative grade point average of all courses taken. Students are officially ranked at the end of their third, fourth, fifth, sixth, and seventh semesters. Grade point average (GPA) is calculated by dividing the sum of GPA points by the accumulated GPA credits*. (**Semester grade point average is calculated by dividing the sum of GPA points by the number of courses taken.*) Transfer credits are handled on an individual basis.

5460 - GIBRALTAR HIGH SCHOOL GRADUATION REQUIREMENTS

In order to be awarded a Gibraltar High School diploma, a successful K-12 student, beginning with the class of 2016, will satisfy each of the following elements of their public school education:

- Completion of the board-approved credit requirements:

English	4.0 credits
Social Studies	4.0 credits
Mathematics (completion of Algebra 2)	3.0 credits
Science	3.0 credits
Physical Education	2.0 credits
Health	.5 credit
Fine Arts (Art, Band, or Choir)	1.0 credit
Technical Studies (Business Education, Computer Science, or Technology Education)	1.0 credit
<u>Elective Credits</u>	<u>7.5 credits</u>
Total Credits Required for Graduation	26.0 credits

and,

- A graduate must complete a secondary math sequence that includes, but is not limited to Algebra 2.
- Achievement of a minimum grade point average of 1.5 after seven semesters of high school enrollment.
- The Service Learning requirement of 30 hours of community volunteer work must be completed prior to graduation. This requirement does not bear credit.
- Each graduate also is required to achieve proficiency on the Spanish 1 proficiency test.
- Each graduate is required to complete at least one course (.5 credit) using virtual education (ITV or computer-based).

In case of extenuating circumstances, this policy may be modified by the principal.

Retention

At the conclusion of each school year, the principal reviews total credits earned for each student. Students who are not making adequate progress toward meeting their graduation requirements will be retained. The minimum requirements to enter Grade 10 is 2.7 Credits, Grade 11 is 9.2 Credits, and Grade 12 is 15.7 Credits. If students have not met the credit requirements at the conclusion of a school year, the student will be retained.

Scheduling and Assignment

Schedules are provided to each student at the beginning of the school year or upon enrolling. The schedule is based upon the student's needs and available class space. Any changes in a student's schedule should be handled through the Counseling Office. It is important to note that some courses may be denied because of limited space or the need to complete prerequisite courses. Students are expected to follow their schedules and carry a course load of seven credits per year to be considered a full-time student. Students may take a maximum of two physical education courses per semester, with the exception of the Careers in Health, Exercise, Fitness and Sport course. Any variation should be approved with a pass or schedule change.

Transcript Grade Level Overrides

Students cannot earn high school graduation credit before they are 9th grade students. Though they cannot earn graduation credit, some of our 7th and 8th grade students take courses that are based on high school curriculum. A GLO (Grade Level Override) on their transcripts allows us to show post-secondary institutions that the student completed a high school course as a 7th or 8th grade student. This does not count for high school graduation credit, but colleges can then see that the student completed the course before 9th grade. The GLO courses completed in 7th or 8th grade are set up as non-GPA credit and do not affect a student's class rank or GPA.

An example of this is Spanish. The 7th & 8th grade Spanish curriculum is equivalent to a Spanish I high school level course. According to school board policy 5460 "each graduate is also required to achieve proficiency on the Spanish I proficiency test." In compliance with this policy, the Gibraltar 8th grade Spanish teacher completes the Spanish I proficiency test in the spring for each 8th grade student. If the student passes the test they have achieved "proficiency on the Spanish I proficiency test" and have officially met the school board's policy requirement for Spanish. If students do not pass the test, they usually opt to take Spanish I as a 9th grade student to achieve proficiency and meet their graduation requirement. Utilizing the transcript GLO process, Spanish IC is always placed on a high school student's transcript to provide an appropriate image of the student's experience with Spanish curriculum. If a student passes the test after grade 8, they have the choice to enroll in Spanish II in grade 9. Displaying Spanish from grade 8 on the students' transcripts portrays an accurate image of a Gibraltar students' Spanish curriculum experience.

This practice recognizes that high school graduation credit is not the equivalent of "years of experience" in the eyes of many post-secondary institutions. Because our students who pass the Spanish Proficiency test in 8th grade may go on to Spanish II as a freshman, their freshman year of Spanish II is considered a second year of language. This means if a college requires two years of foreign language for admittance, they are typically considered to have two years after their freshman year, whereas if we include the GLO course from their 8th grade year even though they do not have 2 "credits."

Another example of a course we commonly include as a Grade Level Override on transcripts is Algebra. If a Gibraltar student completes algebra as an 8th grade student this would be a high school level course that is displayed as a GLO on a transcript. Algebra is a requirement for many post-secondary institutions and is viewed as one year of math for college entrance purposes, thus algebra is placed on high school transcripts. Using a grade level override provides post-secondary institution with an accurate portrayal of our students' math curriculum sequence.

The Spanish requirement and Grade Level Override process for Spanish and algebra are explained to every family during Freshmen Orientation. At the 8th grade level, every student and their parents are invited to attend Freshmen Orientation at the end of their 8th grade year. One of the topics includes graduation requirements. The counselor reviews policy 5460 with the student and their parent(s), explaining every requirement. A large piece of this concentrates on the Spanish proficiency requirement. The counselor explains that students who pass the test and earn a minimum C grade, can move on to Spanish II. The counselor also explains that students who do not pass the test will have the opportunity to meet the graduation requirement by completing Spanish I during their progression through high school. The GLO concept is also explained that Spanish from 8th grade will appear on their transcripts and colleges will view this as a year of foreign language, even though it does not count as graduation credit. The counselor also explains this same concept with Algebra. At future Viking Visits, the counselor will again explain the GLO courses.

The Spanish proficiency requirement is also explained to students in middle school Spanish courses. The middle school Spanish teacher will discuss the importance of the Spanish proficiency test and how it relates to high school graduation and their foreign language placement for freshman year.

Foreign Exchange Students

Foreign exchange students are welcomed at Gibraltar. This is not only an opportunity for the foreign exchange student to learn about a new culture, but also offers the opportunity for the students at Gibraltar to gain knowledge about different cultures. The purpose of a foreign exchange program is cultural and social, not for graduation. Students approved by the building principal as foreign exchange students at Gibraltar will be graded on the S/U grading scale in all courses. Foreign exchange students will not be included in class rank statistics and will not receive a grade point average. Students studying at Gibraltar will have the opportunity to participate in core courses, as well as electives which will enhance the cultural and social experience of the student based on course availability and size. Courses will be assigned upon registration. Teachers will use professional judgment when determining assignments and test completion with students whose English proficiency is limited. Modifications may be used to help enhance the student's success at Gibraltar.

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Course Offerings

Alternative Programming

Directed Study

LENGTH: Semester or Year

GRADE: 10-12

CREDIT: .50 for semester or 1.0 for full year (No GPA Credit, Earned Credit Only, Grading Scale = S/U)

PREREQUISITE: Contracted by the instructor and approved by the instructor, counselor, principal, and parent.

DESCRIPTION: Individual study in one or more areas of interest. The student must be motivated to research and develop work on the highest level. Meet with instructor to discuss program details. The individualized course is designed for the enrichment of concise plans that enhance the student's interest and ability. The process may include research, conceptualization, synthesis, refinement, and critical thinking. A directed study agreement must be completed prior to beginning the course. This agreement includes the planning of goals, objectives, projects, and assessments. In its completion, the agreement includes the authorization/signature of the sponsoring teacher, one's parents, the counselor, and the principal. The completed agreement must be turned into the school counselor prior to the 3 day drop/add period.

Teaching Assistant

LENGTH: Semester or Year

GRADE: 12

CREDIT: .5 for semester or 1.0 for full year (No GPA Credit, Earned Credit Only, Grading Scale = S/U)

PREREQUISITE: Good behavioral, credit, and attendance standing.

DESCRIPTION: Student will be assigned to a teacher in the district. A maximum of one (1) non-GPA credit may be earned as a teaching assistant. Student teaching assistants will be assigned to assist the teacher in the classroom.

Responsibilities will be decided upon by the supervising teacher. Open to seniors with good attendance and academic background.

Teaching Assistant: English Language Learners

LENGTH: Semester or Year

GRADE: 9-12

CREDIT: .50 for semester or 1.0 for full year (No GPA Credit, Earned Credit Only, Grading Scale = S/U)

PREREQUISITE: Approval from cooperating teacher and counselor based on foreign language knowledge

DESCRIPTION: Student will be assigned to a classroom teacher for the purpose of assisting a student whose first language is not English. The tutor will be responsible for helping students learn the content of the assigned class as well as help them with their English skills.

Interactive Television: Distance Learning

LENGTH: Semester or Year

GRADE: 9 – 12 (determined by host school)

CREDIT: .50 for semester or 1.0 for full year

PREREQUISITE: Good behavioral, credit, and attendance standing.

DESCRIPTION: A full-motion television classroom designed to interact with other schools. For students, this means the opportunity to take courses not currently offered at Gibraltar from other schools. In addition, a Gibraltar student may have the opportunity to take NWTC courses in a career interest area, or participate in a course being broadcast from the Gibraltar Distance-Learning Classroom. Courses that are offered over ITV are those with low enrollments in the host schools. Since enrollments vary from year to year, the schedule of course offerings will not be made final until summer 2016. Students who are self-motivated, independent workers have the best chance for success. These courses will satisfy the .5 credit enrollment in a virtual education course required for graduation. Grades will be placed on transcripts according to host institution's grading scale.

Computer-Based Courses

LENGTH: Full Year or Semester

GRADE: 10-12

CREDIT: .50 for semester or 1.0 for full year

DESCRIPTION: Gibraltar offers a variety of non-traditional courses arranged through various providers such as the Wisconsin Virtual High School system. Students with interests in subjects not offered through traditional curriculum may find an elective option through on-line coursework. Past programming has included Fundamentals in Aviation, Business Communications, Introduction to Law, and Oceanography. If you are interested, and consider yourself a good candidate, inquire with the school counselor. Students who are self-motivated, independent workers have the best chance for success. These courses will satisfy .5 credit enrollment in a virtual education required for graduation. Grades will be placed on transcripts according to host institution's grading scale.

Internship

LENGTH: Full Year or Semester

GRADE: 12

CREDIT: .50 for semester or 1.0 for full year (No GPA Credit, Earned Credit Only, Grading Scale = S/U)

PREREQUISITE: Must be recommended by a faculty member

DESCRIPTION: An internship enables students to gain occupational experience in an industry of their career interest. The student is matched with an employer and is released from school to go to the site for a prescribed time each school day. The objectives are to experience a real work environment, provide an incentive to learn, develop self-esteem and self-confidence in the workplace as well as to develop teamwork and communication skills. Internships help define personal career goals and interests. Internships are unpaid, but students do earn academic credit for this experience. Formal evaluations will be held at the end of the semester.

Wisconsin Youth Options (Will be renamed: TBD)

GRADE: 11- 12

CREDIT: To Be Determined

PREREQUISITE: Satisfactory attendance and graduation status

DESCRIPTION: The Wisconsin Youth Options program allows public high school juniors and seniors who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

The program opens the door to greater learning opportunities for motivated students who are considering a technical career, wishing to begin college early, or those who want to prepare themselves to enter the workforce immediately after high school graduation. Under youth options a student will not have to pay for a college course if the school board determines the course qualifies for high school credit and is not comparable to a course already offered in the school district. If the course is approved by the school board, the student can receive both high school and college credit upon successful completion of the course. A student who successfully completes high school graduation requirements will earn a high school diploma regardless of whether the requirements were met while attending the high school or a college.

Work/Study

GRADE: 12

CREDIT: To Be Determined (No GPA Credit, Earned Credit Only)

PREREQUISITE: Satisfactory attendance and graduation status

DESCRIPTION: The purpose of the work/study program is to provide 12th grade students with a set of planned educational experiences designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual work settings related to actual or in-school instructional programs. Students are eligible for participation through teacher, counselor, or principal recommendation only. Students selected to participate in the work/study program must have successfully completed appropriate academic and/or technical courses related to the work experience. Students must also agree to the guidelines established for participation which includes: 1) A signed and submitted contract between parent, student, employer and school supervisor. 2) The completion and submission of a weekly work report by the student. 3) The submission of a quarterly performance report by the on-site work supervisor to the school coordinator. No student is guaranteed enrollment in this program. In addition to a positive school recommendation the student must meet employment criteria established by the cooperating business. Students are responsible for finding and keeping an approved job placement during the semester or school year.

Service Learning

LENGTH: 30 Hours of Community Volunteerism

GRADE: 9-12 (Required)

CREDIT: Graduation Requirement Baring No Credit

PREREQUISITE: None

DESCRIPTION: This graduation requirement can be met through 30 hours of independent voluntary service to the community. The 30 hours of service learning is specific volunteer work that is done at one or more locations in the community under the supervision of a local community user of volunteer work. The student will complete a contract for service learning as a plan for learning through volunteer work. In addition to the 30 hours of volunteer work, the student will write a reflective essay to a prescribed prompt following defined structure. See your school counselor for the proper paperwork needed to fulfill this requirement. The paperwork is also available for download on the Gibraltar school counseling website. Hours must be logged with signatures from a non-family member to verify volunteer time. The contract, including the essay, hours and signatures, must be turned in three weeks prior to graduation.

Youth Apprenticeship

GRADE: 11-12

CREDIT: Up to 12 and “*Certificate of Occupational Proficiency*” from the State of Wisconsin

PREREQUISITE: Satisfactory attendance and Graduation status, Minimum 2.0 Cumulative GPA

DESCRIPTION: Youth Apprenticeships are unique opportunities for juniors and seniors to start preparing for a career while still in high school. One or Two-year programs combine occupational instruction (at NWTC or at HS using articulated courses) and work-based learning from an employer Youth Apprenticeship achieves 2 goals: Helps students acquire the skills needed for the jobs of tomorrow and helps industry develop a high skilled workforce to remain competitive. The student will be away from his/her high school for a substantial part of their Junior and Senior years preparing for their future career. The student will earn high school and technical college credits (up to 12 credits) through PAID, work based learning. Youth Apprenticeship students do not just observe, but actually WORK! It is career exposure with actual hands-on experience! Upon completion of a 2 year program, students earn the “*Certificate of Occupational Proficiency*” from the State of Wisconsin. This is a Door/Kewaunee Business and Education Partnership Program.

Art

Art 7

Length: Year

Grade: 7 (Required)

Credit: None

Prerequisite: None

Description: Seventh grade students review the Elements (Line, Form, Color, Value, and Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis) of Design and learn to apply these key concepts to their art. The course emphasizes drawing, painting, sculpture, and ceramics. Learning self-expression through the visual arts, class discussions, self-evaluations, problem solving and critical thinking are all important components of seventh grade art. Writing assignments on traditional, multi-cultural and contemporary art develop our students’ understanding of art and expand their creative horizons. Students will work in sketchbooks, create a portfolio and explore technology in the arts. Students will also be exposed to guest speakers and field trips.

Art 8

Length: Year

Grade: 8 (Required)

Credit: None

Prerequisite: None

Description: Eighth grade students continue development using the Elements (Line, Form, Color, Value, and Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis) of Design and apply these key concepts to their art. The course emphasizes drawing, painting, sculpture, and ceramics. Learning self-expression through the visual arts, class discussions, self-evaluations, problem solving and critical thinking are all important components of eighth grade art. Writing assignments on traditional, multi-cultural and contemporary art develop our students' understanding of art and expand their creative horizons. Students will work in sketchbooks, create a portfolio and explore technology in the arts. Students will also be exposed to guest speakers and field trips.

Art 1

Length: Year

Grade: 9-12

Credit 1.0

Prerequisites: None

Description: This one-year foundational course introduces students to the Elements of Art and Principles of Design and is a prerequisite for all other studio art courses. Students will develop skills in drawing, painting, and two and three-dimensional work. Studio experiences in the classroom will give students opportunities to experience a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, acrylic paint, recycled materials and clay) while developing student's individual style and creative problem solving skills. Students will demonstrate their ability to respond, to analyze and to interpret their own artwork and the work of others through discussions, critiques, and writings. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

Art II

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: Successful completion of Art I

DESCRIPTION: This intermediate art course expands on areas covered in Art I. Students will continue individualized work in drawing, painting, printmaking, sculpture and functional/decorative arts in metals and clay and textiles. The course includes the integrated study of art history, problem solving, aesthetics and our environment with exposure to guest artists and field trips.

Art III

LENGTH: Semester or Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: Successful completion of Art II

DESCRIPTION: This advanced art course is intended for the self-motivated, self-directed student who has already produced high quality art. With an emphasis on developing a personal style and a high degree of facility in one or two media, as well as continuing artistic growth in a variety of areas, individual research projects will be required as well as the creation of a culminating portfolio. Students will also be exposed to guest artists and field trips.

Art IV

LENGTH: Semester or Year

GRADE: 12

CREDIT: 1.0

PREREQUISITE: Successful completion of Art III

DESCRIPTION: Art IV is a continuation of Art III with an emphasis on portfolio development and refinement, career and continuing education options and exhibition techniques. This course includes research projects, art history enrichment, aesthetics, written analysis, and critical thinking skill development. Students will also be exposed to guest artists and field trips.

Creative Photography

Length: Semester

Grade: 10-12 (limit 15 students)

Credit: .50

Prerequisite: Art 1

Description: This course begins with the survey of photography history starting with its discovery and ending with present day digital photography. Students will learn about modern camera systems and digital imaging. Taking and manipulating meaningful photographs will be the primary activity of this course. Experiences and assignments are designed to help students develop a greater appreciation for the photographic process and how the resultant images can affect us as individuals and a society. This course builds the foundation for visual literacy regarding form and content of photographic images. The elements and principles of design as they relate to photographic composition are emphasized. iPad mini's are provided for taking and editing photos. The following apps will be explored: Adobe Photoshop Express, Snapseed and iMovie. Students will create an electronic portfolio of their photographs for a final critique. Students are encouraged to bring their own iPhones and/or digital cameras to class.

Ceramics and Sculpture

Length: Semester

Grade: 10-12

Credit: .50

Prerequisite: Art 1

Description: Students will learn the basics of hand-building and the physical properties of creating vessel forms with clay. Techniques with pinch, coil, and slab will be highlighted along with learning how to use molds and the potter's wheel. Glazes and methods of glazing will be introduced, and students will be able to choose glazes that will enhance the final outcome of their piece. Students will create quality sculptures beginning with a workable plastic clay to a finished fire-glazed piece, focusing on form, design and function.

In addition, students will create quality organic and geometric sculptures using the additive and subtractive techniques of carving, modeling, construction, and assemblage. Materials such as wire, plaster, soapstone and paper mache will be used.

Class presentations and critiques are designed to give the students a better understanding of aesthetics, history and will increase students' life skills and problem solving abilities.

Art Directed Study

LENGTH: Semester or Year

GRADE: 10-12

CREDIT: .50 for Semester and 1.0 for Year (No GPA Credit, Earned Credit Only)

PREREQUISITE: Art I and II

DESCRIPTION: Individual study in one or more areas of interest. Course content will be contracted by the instructor and approved by the instructor, counselor, principal, and parent. Student will be responsible for meeting with instructor to discuss program details. This agreement includes the planning of goals, objectives, projects, and assessments.

Business & Marketing Education

Marketing (Business Basics)

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: The course is designed to introduce students to the basics of the market economy, marketing functions, business structures, business activities, promotion, product management, and career exploration. Supplemental units of study will include job readiness, public speaking, and advertising. Students operate the School Based Enterprise, GBAY and utilize an online business simulation to apply classroom concepts. This is an entry level marketing and business education class. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing Management and Entrepreneurship.

Business Management

LENGTH: Semester

GRADE: 10-12

CREDIT: .50

PREREQUISITE: Recommend Marketing, Entrepreneurship or Marketing Specialties

DESCRIPTION: Business Management is an upper-level course that relies on a background course in business for terminology continuity. This course is designed to provide students with an insight into the functions that business managers perform. Topics include: cost analysis, product planning, capital investments, market research, community relations, ethics, personnel management and global marketing trends. Students conduct LEAN management evaluations and implement 5S concepts utilizing the school store, G-Bay. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing Management and Entrepreneurship.

Entrepreneurship

LENGTH: Semester

GRADE: 10-12

CREDIT: .50

PREREQUISITE: Recommend Marketing, Business Management or Marketing Specialties

DESCRIPTION: The goal of the Entrepreneurship course is for students to get a “hands-on” approach to the functions of marketing, business, and management in the operation of an actual business. Entrepreneurship students research and develop a business plan, then launch the business. A community business consultant works with the class. Students sell stock to finance the company, manufacture and market a product and then liquidate the company. Students learn about business structures, financing, creating business plans, managing revenue and expenses, researching competition, production, distribution, and advertising. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing Management and Entrepreneurship.

Marketing Specialties

LENGTH: Semester

GRADE: 10-12

CREDIT: .50

PREREQUISITE: Recommend Marketing, Entrepreneurship, Business Management or Economics

DESCRIPTION: The Marketing Specialties course provides students an opportunity to complete a specialized career research project in a marketing industry of their choice. Specialties include, but are not limited to, international marketing, sports & entertainment, hospitality, fashion, finance, lodging & tourism, restaurant, and advertising. In addition to the career project, units of student include marketing functions such as human resource management, promotion, project management and MIM. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing, Management and Entrepreneurship.

International Business

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: Recommend Marketing, Business Management or Entrepreneurship

DESCRIPTION: International business is a rapidly growing field that is within reach for Gibraltar students with an interest in global business. Discover the economic impact and career opportunities that the international marketing industry has to offer the local, state, national and global economy. Product mix, distribution, cultural, political, product management, monetary policies and careers are just a few of the topics this one semester course encompasses. Students are eligible to join DECA, an Association of Marketing, Management, and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing, Management and Entrepreneurship.

Personal Finance

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: Learning how to live “On Your Own” is the foundation of this course. Personal Finance is a practical course that focuses on financial literacy. Course topics include financial planning, understanding savings options, banking, choosing investments, and understanding paychecks, credit card use, insurance decisions, housing, and consumer purchasing decisions. Students prepare their career portfolio by creating resumes, letters of reference, and job applications. Basic independent living skills and buying decisions provide a solid foundation for post high school life. Students also have the opportunity to participate in a job shadow experience and meet with professionals in their chosen career interest. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Financial Literacy.

Accounting I

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: The goal of Accounting I is to familiarize the student with basic accounting principles and concepts practiced in sole proprietorships, partnerships, and corporations in the business world. The emphasis is on manual accounting methods with a QuickBooks software supplement. Some topics include: the accounting equation, debits and credits, accounts payable/receivable, worksheets, income statements, balance sheets, income taxes and payroll. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Business, Information and Technology. Specifically, Standard: BIT.AF1: Students will apply generally accepted accounting principles while performing the functions of the accounting cycle.

Accounting II

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: Accounting I

DESCRIPTION: The goal of Accounting II is to expand on the concepts, principles, and knowledge learned in Accounting I. The course will emphasize automated accounting using QuickBooks, uncollectible accounts, plant assets and depreciation, inventory accounting, notes and interest, accrued revenue and expenses, distribution of dividends, financial statements, and end-of-fiscal period entries for a corporation. Students are eligible to join DECA, an Association of Marketing, Management and Entrepreneurship Students. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Business, Information and Technology. Specifically, Standard: BIT.AF1: Students will apply generally accepted accounting principles while performing the functions of the accounting cycle.

Office Management

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: Successful organizations rely on efficient, accurate office management. Administrative assistants, secretaries and office clerks continue to be the backbone of organizations. Curriculum focuses on Microsoft Word, Excel, Publisher and PowerPoint software applications. In addition, the course provides hands-on learning in the areas of keyboarding, written and verbal communications, office machine use, and information management. Juggling the many tasks required in an efficient office operation requires quick problem solving skills and the ability to multi-task. Students enrolled in this class can expect practical training. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Business, Information and Technology. Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels, BIT.BC3: Students will use current technology to enhance the effectiveness of communication.

Marketing Internship

LENGTH: Semester

GRADE: 12

CREDIT: .50

PREREQUISITE: Any two Marketing or Business Education Courses

DESCRIPTION: Student serves as manager of the School Based Enterprise, G-Bay School Store. Student performs purchasing, merchandising, financial record keeping, promotion and staffing tasks. Student must be accepted into the position through the program instructor. See Mrs. Witteborg for an application. The course content will address Wisconsin Common Career and Technical Core Standards and Wisconsin Standards for Marketing Management and Entrepreneurship.

Computer Science

Robotics

LENGTH: Semester

GRADE: 9-12

CREDIT: .5

PREREQUISITE: None

DESCRIPTION: Students will gain knowledge of how to build and program robots that work within predefined specifications, simulated tolerances, and develop an understanding of data acquisition with a variety of sensors. This class will emphasize the development of logical thinking and breaking down tasks into smaller tasks. Students will develop an understanding for the need to be able to address both theoretical and real world problems.

Computer Applications

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: Keyboarding proficiency

DESCRIPTION: This hands-on course is designed to refine and utilize skills for the computer using integrated software packages. The applications explored may include: word processing, desktop publishing, spreadsheet, database, and slide shows. Students will learn to integrate these applications to create professional and useful documents.

Web Page Design

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: Students will learn to design, create, and maintain web pages. Topics will include recognizing and using simple HTML tags, using a web development application, understanding the process of web site development, page layout, editing and manipulating images, using Cascading Style Sheets to format sites, and simple animations.

Advanced Web Page Design

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: Web Page Design

DESCRIPTION: Students will learn advanced features of web page design. The course topics may include interactivity, site management, constructing and maintaining dynamic web sites, ActionScript, graphics, and animation.

Computer Science I

LENGTH: Semester

GRADE: 10-12

CREDIT: .50

PREREQUISITE: Algebra I
DESCRIPTION: This course is an introduction to structured computer programming. Students learn to create software using graphical interfaces such as text boxes, buttons, menus, simple graphics, and images. Students also learn programming concepts such as data types and variables, decision making, and loops that add functionality to programs.

Computer Science II

LENGTH: Semester

GRADE: 10-12

CREDIT: .50

PREREQUISITE: Computer Science I

DESCRIPTION: This course is an introduction to the main principles of object-oriented software design and programming. Students will learn to code in a well-structured fashion that includes style, documentation, and code clarity. Students will practice algorithm development and be able to implement algorithms in Java using conditional and iterative control structures.

Advanced Placement Computer Science A

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: Computer Science II

DESCRIPTION: The course is compatible with those topics that are covered in a typical Computer Science I college course. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and courses are used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

AP Computer Science Principles

LENGTH: Full Year

GRADE: 10-12

CREDIT: 1.0

DESCRIPTION: The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Driver Education

Driver Education Theory

LENGTH: Semester

GRADE: 10 (Grade 9 with teacher approval based on birthdate)

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: The Driver's Education Program consists of two phases that run concurrently, the classroom portion along with the behind-the-wheel instructional phase. The classroom phase consists of 30 hours of instruction and explores the material necessary to become a safe, responsible and efficient driver. The course covers theory of operation, IPDE, driver attitudes, behavior and risk management, driving in various environments, adverse conditions and emergency procedures, crash responsibilities, sharing the roadway, alcohol and other drugs, and the responsibilities of owning a vehicle.

Driver Education Behind-the-Wheel

LENGTH: Semester

GRADE: 10 (Grade 9 with teacher approval based on birthdate)

CREDIT: None

FEE: \$310.00

CO-REQUISITE: **Concurrent enrollment in Gibraltar Driver Education Theory**

DESCRIPTION: The lab phase of Driver Education explores practical application of theories learned in the classroom. This phase consists of 6 clock hours of practice driving with the instructor as well as 6 hours of observation. The 6 hours break down into approximately 8 lessons in various environments practicing a variety of skills. The 9th and final lesson is a skills assessment that simulates the actual road test.

First Semester Driver's Education Procedure

Students interested in enrolling in the first semester MUST be registered by May 1st. Priority will be given to sophomores regardless of birthdate.

Birthdates will then be reviewed and the oldest 14 students who have registered will be assigned to first semester Driver's Ed.

Second Semester Driver's Education Procedure

Students interested in enrolling in second semester MUST be signed up by October 15th. Priority will be given to sophomores regardless of birthdate.

Birthdates will then be reviewed and the oldest 14 students who have registered will be assigned to second semester Driver's Ed. If more than 14 are registered, they are placed on the following school year's roster.

English

English 7

LENGTH: Year

GRADE: 7 (Required)

CREDIT: None

PREREQUISITE: English 6

DESCRIPTION: English 7 blends the necessary strands of language arts while addressing the Common Core State Standards. Students will study literary genre to extend their skills of contextual reading and understanding of literary elements and structure; advance reading and comprehension skills as measured by The STAR assessment; compose and publish analytic and reflective writing as well as technical writing that coherently conveys context and meaning to various audiences; develop and deliver a coherent speech that conveys information in a logical manner to various audiences; participate in collaborative assignments, use computers to design, format, and produce a variety of documents for various audiences; and develop research strategies appropriate to assigned investigations.

English 8

LENGTH: Year

GRADE: 8 (Required)

CREDIT: None

PREREQUISITE: English 7

DESCRIPTION: English 8 is a continuation of the blending of the six necessary strands in language arts in conjunction with the Common Core State Standards. Students continue the developmental process through increased rigor and high school preparatory instruction. Students will extend their skills of contextual reading, understanding of literary structure, and recognition of literary devices; continue to advance their individual reading and comprehension skills as measured by The STAR assessment; compose, edit, and publish analytic, reflective, and narrative writing as well as technical writing that coherently convey context and meaning to target audiences; develop, revise, and deliver coherent oral presentations that convey information in a logical sequence to target audiences; and continue to develop research strategies on self-selected or assigned topics or current issues and problems.

English 9

LENGTH: Year

GRADE: 9 (Required)

CREDIT: 1.0

PREREQUISITE: English 8

DESCRIPTION: English 9 blends six strands of language development as the first of four years of required English Language Arts. Students will continue the study of literary genre to extend their skills of contextual reading and understanding of literary structures; advance reading and comprehension skills as measured by Lexile assessments; compose and publish analytic and reflective writing as well as technical writing that coherently conveys context and meaning to various audiences; develop and deliver a coherent speech that conveys information in a logical manner to various audiences; use computers to design, format, and produce a variety of documents for various audiences; and develop research strategies appropriate to assigned investigations.

Honors English 9

LENGTH: Year

GRADE: 9 (Required)

CREDIT: 1.0

PREREQUISITE: B+ or higher grade in English 8 and criteria based placement

DESCRIPTION: Honors English 9 extends English 9 by substituting more sophisticated literature, increasing the number of compositions and oral presentations, and requiring student performances to meet higher quality standards.

English 10

LENGTH: Year

GRADE: 10 (Required)

CREDIT: 1.0

PREREQUISITE: English 9

DESCRIPTION: English 10 is the second year of a four year English Language Arts program. Students continue the six-strand language development process through increased rigor and college-preparatory instruction. Students will extend their skills of contextual reading, understanding of literary structure, and recognition of literary devices for merit evaluation; continue to advance their individual reading and comprehension skills as measured by Lexile assessments; compose, edit, and publish analytic, reflective, and narrative writing as well as technical writing that coherently convey context and meaning to target audiences; develop, revise, and deliver coherent oral presentations that convey information in a logical sequence to target audiences; and continue to develop research strategies on self-selected or assigned topics or current issues and problems.

Honors English 10

LENGTH: Year

GRADE: 10 (Required)

CREDIT: 1.0

PREREQUISITE: B+ or higher grade in English 9 and criteria based placement

DESCRIPTION: Honors English 10 extends English 10 by substituting more sophisticated literature, more rigorous assignments, more compositions and oral presentations, and requiring student performances to meet higher quality standards.

English 11

LENGTH: Year

GRADE: 11 (Required)

CREDIT: 1.0

PREREQUISITE: English 10

DESCRIPTION: English 11, which is a required course, uses the Common Core State Standards to build curriculum based on reading informational texts, reading literature, writing, speaking and listening, and studying language. Compositions include both analytical and argumentative pieces as well as imaginative pieces. The close study of the written word is a major focus of English 11 which includes, but is not limited to, personal essays, short stories, poetry, biography and memoir, drama, journalism, and novels. Students set and maintain literacy goals throughout the year. In addition, students review elements of grammar and usage, practice oral communication skills, develop research techniques, and explore careers.

Advanced Placement English Language and Composition

LENGTH: Year

GRADE: 11(Required)

CREDIT: 1.0

PREREQUISITE: 2 years of Honors English with a B+ cumulative average or better, and teacher approval.

DESCRIPTION: The AP English Language and Composition course for eleventh graders is designed to be equivalent to the introductory year of college composition course work. The course syllabus is audited and approved by the College Board. Along with an in depth study of American Literature (novels, plays, essays, and short stories), the ability to compose expository, analytical, and argumentative writing become the central objectives to the course. While the literary elements of such literature being read will be discussed, the main focus of studying the literature is to aid students in understanding rhetorical and linguistic choices. The study of rhetorical analysis is a major focus of the course, which is supported in part by the Common Core Standards and AP curriculum. The text for the course *Everything's An Argument*, focuses on identifying, analyzing, and writing about rhetoric. A research paper is a major project second semester that will entail detailed instruction on the use of such formats as the Modern Language Association. An ongoing focus of the course is preparation to take the AP Language and Composition exam in May.

English 12

LENGTH: Year

GRADE: 12 (Required)

CREDIT: 1.0

PREREQUISITE: English 11

DESCRIPTION: English 12, which is a required course, uses the Common Core State Standards to build curriculum based on reading informational texts, reading literature, writing, speaking and listening, and studying language. This required course offers a chronological survey of British literature (selected novels, plays, poetry, essays, and short stories) from 1000 AD to the present, in addition to the reading of classic and contemporary novels. Compositions prepared include personal essays, formal essays, literary essays, scholarship application essays, narratives, and journal entries. Students maintain a competency in grammar usage and mechanics, and review research techniques. Oral communication projects involve both individual and group literature-based presentations.

Advanced Placement English Literature and Composition

LENGTH: Year

GRADE: 12

CREDIT: 1.0

PREREQUISITE: Two years of Honors English, one year of AP Language and Composition, a B+ or higher grade in English, and teacher recommendation.

DESCRIPTION: Advanced Placement English Literature builds on the study of rhetoric in AP Language and focuses on the study of literature (prose and poetry). The course syllabus is audited and approved by the College Board. Along with the writing required in English 12, AP students prepare additional literary essays which reflect upon tone and structure, and draws parallels between genres and works. Students will do in depth studies of literary eras (Renaissance, Reformation, Romantic, Victorian, Modern, Post-Modern), of genre (historical fiction, drama, Shakespeare, romance, gothic, contemporary) and form (poetry, drama, short stories, novels, essays). AP students will prepare multiple oral presentations founded in research based questions with the culmination of a group presentation for the Spring Literary Symposium. AP students also review grammar usage, mechanics and vocabulary. An on-going focus of AP Literature is preparation for the AP Literature and Composition Test in May.

Foreign Language

Spanish 1B

LENGTH: Year

GRADE: 6-8

CREDIT: None

PREREQUISITE: A minimum grade of C- in Spanish 1A or teacher approval

DESCRIPTION: This course will focus on developing novice proficiency in the Spanish language. More intensive study of Spanish language and culture, with continued emphasis on communicative skills: speaking, reading, and writing. This course will continue to use many pair and group activities to make the language learning process communicative. Students will review the regular, present tense, and master the formation of simple sentences as well as irregular, present tense verbs. Students will develop vocabulary related to conversations, the classroom, the family, and pastimes.

Spanish 1C

LENGTH: Year

GRADE: 7-8

CREDIT: None

PREREQUISITE: A minimum grade of C- in Spanish 1B or teacher approval

DESCRIPTION: This course we will focus on developing novice-high proficiency in the Spanish language. Students will review and continue to use the structures studied in Spanish 1A and 1B with continued emphasis on communicative skills: speaking, reading, and writing. This course will continue to use many pair and group activities to make the language learning process communicative. Students will develop more vocabulary related to vacations, shopping, the daily routine, food, and cultural celebrations.

Spanish I: Introduction to Spanish Language and Cultures

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: None

DESCRIPTION: This course is the first step to fulfilling a 2-4 yr. study of the Spanish language at the high school level. In this course we will focus on developing novice proficiency in the Spanish language. It provides an introduction to the language and cultures of Spain and Latin America. The instruction parallels the concepts taught in Spanish 1A-1B with a project-based curriculum. Students will work on improving their interpretive, presentational and interpersonal communication skills through the content of thematic units focusing on: meeting people, entertainment, health and wellness, relationships, the arts, and travel.. Students will be introduced to basic grammatical structures, as well as narrating in the present tense. Students will also explore cultural aspects of the Spanish-speaking world.

Spanish II

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: A minimum grade of C in Spanish I or teacher approval

DESCRIPTION: In this course we will focus on developing Intermediate –Low proficiency in the Spanish language. The students will work on improving their interpretive, presentational and interpersonal communication skills through the content of thematic units focusing on: Health and Nutrition/ Talking about health and medical conditions, Technology/ Talking about technology, electronics, phones and car trouble, The Home/ Talking about homes and household chores, Nature/ Talking about the environment and expressing your beliefs and opinions, Life in the City/ Discuss daily errands and city life, give and receive directions, and give advice to others. After reviewing narration in the present tense, the students will study the preterite, imperfect, the perfect tenses, and an introduction to the subjunctive in order to discuss events across the time continuum as well as express will and influence, emotion, doubt, disbelief, and denial. We will expand on the student's knowledge of the cultural products, practices and perspectives of the Hispanic world by exploring cultural comparisons as well as some Hispanic cultural celebrations during the school year.

Resource Text: *Descubre 2*. Vista Higher Learning, 2014

Spanish III

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: A minimum grade of C+ in Spanish II or teacher approval

DESCRIPTION: In this course we will focus on developing Intermediate proficiency in the Spanish language. The students will work on improving their interpretive, presentational and interpersonal communication skills through the content of thematic units focusing on: Health/ Talking about health, well-being, nutrition, and physical activities, The Work Place / Interviewing for a job, talking about future plans, and expressing agreement and disagreement, Art/ Talking about and discussing the arts, express what you would like to do, and expressing hesitation, Current Events/ Discuss current events and issues, and talk about and discuss the media. The students will review structures studied during Spanish I and II in greater depth as well as learn the uses of the future tense, the conditional tense, and the subjunctive mood in order to express abstract thoughts. We will expand on the student's knowledge of the cultural products, practices and perspectives of the Hispanic world by exploring cultural comparisons as well as some Hispanic cultural celebrations during the school year.

Resource Text: *Descubre 2*. Vista Higher Learning, 2014

Spanish IV

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: A minimum grade of C+ in Spanish III or teacher approval

DESCRIPTION: In this course we will focus on developing Advanced-Low proficiency in the Spanish language. The students will work on improving their interpretive, presentational and interpersonal communication skills through the content of thematic units focusing on: Personal Relationships, Life in the City, The Influence of Mass Media, Generational Interactions, The Environment, Beliefs and Ideologies, Work and Finances, Science and Technology, and Heritage and Destiny. Students will be introduced to the advanced constructions, including past subjunctive and if clauses, needed for AP level Spanish. Students will also further their speaking skills by participating in pair and group spoken interpersonal and presentational activities. We will expand on the student's knowledge of the cultural products, practices and perspectives of the Hispanic world by exploring cultural comparisons as well as some Hispanic cultural celebrations during the school year.

Resource Text: *Imagina*. Vista Higher Learning, (Blanco/Tocaimaza-Hatch) 2015

Advanced Placement Spanish

LENGTH: 1 year

GRADE: 10-12

CREDIT: 1.0

PRER

EQUISITE: A minimum grade of B- in Spanish 4 or teacher recommendation

DESCRIPTION: The AP Spanish Language and Culture course is designed as the culminating Spanish course for students at Gibraltar, and strives to provide them with the necessary content knowledge, skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. It is offered as a rigorous fifth year course that requires students to improve their proficiency across all three modes of communication: Interpretive, Interpersonal and Presentational. The AP Spanish Language and Culture course is conducted exclusively in Spanish, offering students the opportunity to build their proficiency towards the Advanced range. The students learn about Hispanic culture through the thematic approach, in modern and historical contexts. The course helps the students' understanding of cultural products, practices and perspectives reflected in the integrated authentic resources representative of the Spanish speaking world, as well as through the diverse opportunities offered during the course to make cultural comparisons through their interaction with native and heritage speakers. The course syllabus is audited and approved by the College Board and serves as final preparation for university placement exams and continued language study in college.

Resource Text: *Temas, AP Spanish Language and Culture* (Vista Higher learning) 2014

Health

Health

LENGTH: Semester

GRADE: 9– 12 (Required and strongly recommended to be taken before the senior year)

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This course will help students explore the five dimensions of health including mental, physical, social, emotional and spiritual. The main objective is to provide each student with a relevant knowledge base about life's critical health-related choices and consequences along with the practical skills used to help them ultimately develop healthy behaviors. Units of instruction include Mental Illness, Risk-taking & Coping Skills, Media's Influence, Healthy Relationships, Human Sexuality and Reproductive Health, "Heart-savers AED", Nutrition & Dietary Behavior, and Substance Use and Abuse.

Health: Inner Wellness

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This unique and dynamic upper level health elective which expands on topics of personal health and wellness. My goal for each of you is to further appreciate and value your personal health and wellness, help create balance and harmony in your lives, and help provide you with essential skills to cope with life's inevitable struggles. Typical course activities include discussion, reflective journaling, films and media excerpts, self-assessments, and hands-on projects that teach and inspire. Topics typically include, but are not limited to Wellness & the Six Dimensions, Self-Identity & Group Dynamics, Death, Dying & Grief, Coping with Stress, Addiction, Eating for Wellness and Happiness & Health.

Health: Ladies on Life (LOL)

LENGTH: Semester

GRADE: 11-12 females; consideration given to grade 10 if they have taken general health and teacher recommendation

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This is a cutting edge elective course that is offered exclusively to female students. Young women are continuously bombarded with mixed messages regarding their sexuality. This course is designed to explore the lives of young women and how to help them fully understand how the decisions they make every single day can affect the quality and quantity of their lives now and in their future. The course will clarify myths and misinformation as well as provide students with the essential tools and skills to help empower them in this critical developmental journey. Units of instruction will include, but are not be restricted to, Connections/Relationships, Fostering Inner Beauty, Empowering your Mind, and Women's Health Issues. The course will include a variety of hands-on and innovative learning activities, guest speakers, "Women's Wellness" field trip, and a culminating "Women's Wellness Event"

Industrial Technology

Basic Computer Aided Drafting and Design

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This course is designed to teach the basic computer software programs: AUTOCAD 2010, AUTOCAD Architecture, and AUTOCAD Solid Works. These are the primary software programs used in most drafting courses as well as related fields. The course also introduces the concepts of mechanical and architectural drafting.

Basic Home Mechanics

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This course is an applied course which provides experiences in home maintenance and various construction trades. The course begins with the introduction of basic architectural styles, and evolves into project-based learning units where students build a portion of a life-size house. During the semester the student will be introduced to floor and wall framing, as well as electrical work, drywall and painting, and finish carpentry. Upon conclusion of the course students will have basic knowledge of how major infrastructures such ventilation and electrical work and fix (or explain to a professional) problems that can arise with homeownership. This course is suggested for anyone who is going to participate in the home construction program.

Transportation, Energy, & Power

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This course is an exploratory course which provides experiences in energy, power, and transportation technologies. It is structured to examine how these three variables are utilized to serve the needs and wants of society. Students will study the characteristics, availability, conversion, control, transmission, and storage of energy and power. Further, students in this course will study the principles of radiant, electrical, fluid, and mechanical power as well as land, air, sea, and space transportation. Course discussions will contain the examination of environmental issues are related to these technologies.

Metals I

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This course introduces students to the three basic disciplines of metalworking: sheet metal, machining, and welding. A Computer Numerical Controlled(CNC) Plasma Cutter has been added to the curriculum and students will be programing and cutting materials as part of the class. Students will work from pre-developed plans to construct a minimum of one project per discipline. The goal of the course will be to introduce metalworking to the students through the safe use of tools within the shop.

Metals II

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: Metals I

DESCRIPTION: This course allows students to continue their use of precise measurement, grinding, lathe work, milling, oxy-acetylene welding, arc welding, sheet metal, CNC plasma cutter, and basic metallurgy to complete two projects from the disciplines of welding, machining and sheet metal. The goal of the course is to gain greater skills and a deeper understanding of the three types of metalwork.

Metals Fabrication

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: Metals I & II

FEE: Itemized payment for materials used

DESCRIPTION: This project-oriented course will demand that students use skills and knowledge gained from Metals I and II to independently and fully complete a project from the initial stage of drawing to the actualization of a product. All projects need to be approved by the instructor prior the start of the project.

Woodworking I

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: None

DESCRIPTION: This is an entry-level course for students who want to learn basic woodworking skills and practices. All students will construct a night stand as an introductory project. This project will take the students a full semester to complete and the students will be allowed to take the project home when completed. This project is an excellent project for all students as they are introduced into all the basic tools and safety procedures needed to complete this project.

Woodworking II

LENGTH: Semester

GRADE: 9-12

CREDIT: .50

PREREQUISITE: Woodworking I

DESCRIPTION: If you have taken Woodworking I, then this is the next step in woodworking knowledge. This course is project based and allows the students to work on projects that are approved by the instructor. These projects are more challenging for the student than those projects completed in Woods I. The students are responsible for the cost of materials used in the construction of their projects. The course is launched from the Woodworking I skills set, and students continue to operate tools safely and use basic woodworking skills.

Cabinet Making & Millwork

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: Woodworking I & II

FEE: Itemized payment for materials used

DESCRIPTION: This is the final woodworking course offered at Gibraltar High School. The course will cause students to apply all of the skills and knowledge gained in Woods I and Woods II. It is intended only for the students who have successfully completed the two lower level woodworking courses. Students who meet these requirements and enroll in the course will design and create one high quality piece of furniture for their home. The students are responsible for the cost of materials used in the construction of their projects.

* As this course demands maturity and greater independent use of industrial and residential machines, it should be successfully completed if a student is interested in becoming a candidate for the home construction project.

Consumer Home and Automotive

LENGTH: Semester

GRADE: 11-12

CREDIT: 0.5

PREREQUISITE: None

DESCRIPTION: This course is designed to help prepare students for home and car ownership. This class is for students who may not have taken a "shop" type class before but desire a basic knowledge of what to do when problems arise around the home or on their vehicle. The course is geared towards essential life skills and knowledge of home and car ownership that can save time or money by doing it yourself.

In the automotive portion of the class time will be spent on consumer awareness, purchasing/selling, basic maintenance, tools/equipment, engine systems, and car care, etc.

The home portion of the class will include purchasing, electrical, plumbing, appliance repair, yard equipment operation/maintenance, basic woodworking, drywall, finishing, home heating/cooling systems, etc.

*Notes: This class is a basic course for students who may have little mechanical ability/experience and the intent is to place them with like individuals. Students who have previously completed any career related Technology Education courses should continue taking the upper level courses, which are more in –depth hands-on type classes.

Students who have already taken 2 or more Technology Education courses would need prior written approval of instructor.

Home Construction Project

LENGTH: Year

GRADE: 11-12

CREDIT: 4.0

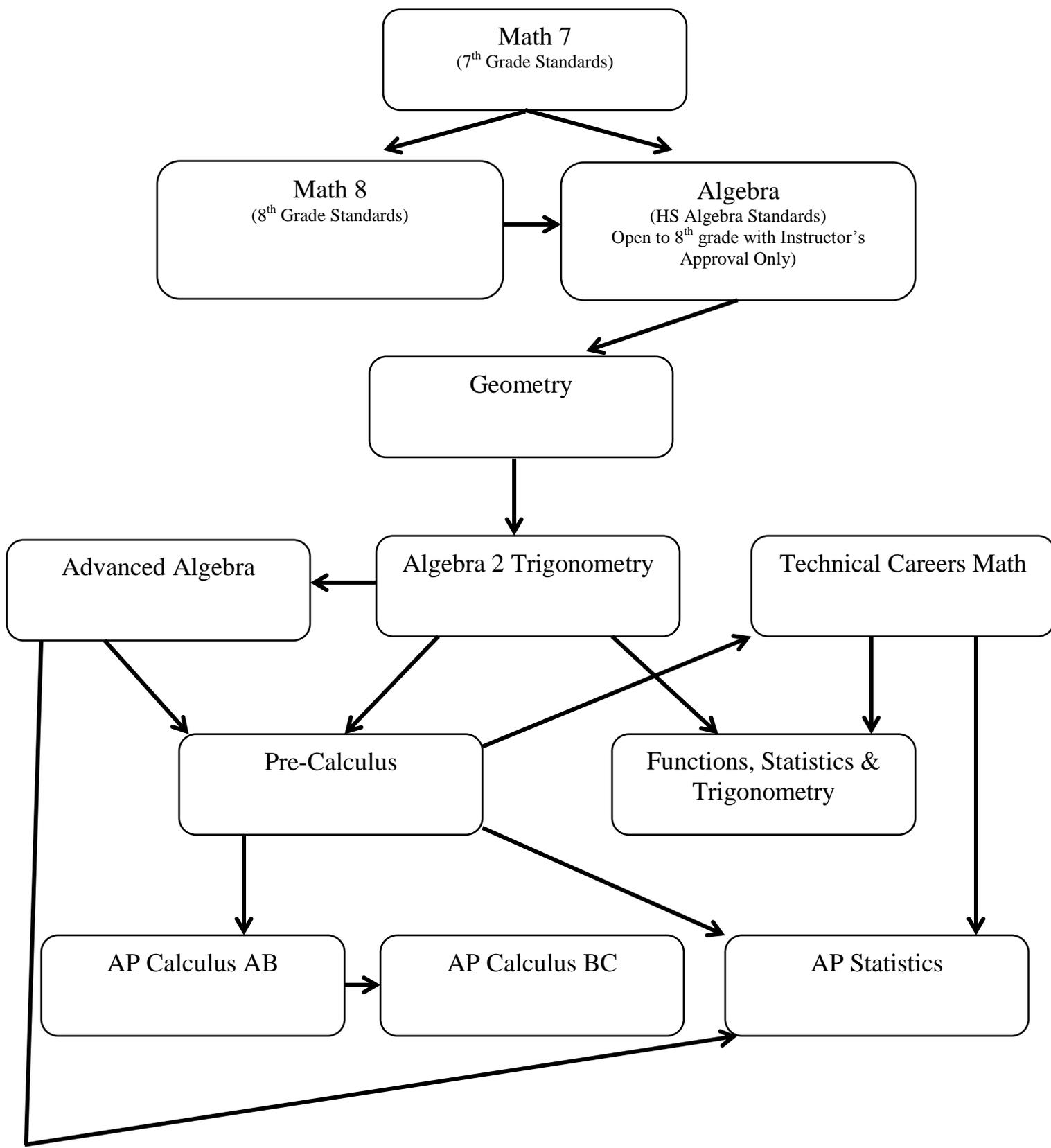
PREREQUISITE: Woodworking I & Woodworking II

DESCRIPTION: Home Construction Project is a hands-on course in which a small group of students construct a home that is sold on the market. Students will develop skills and knowledge in a new house construction. Skills include foundation and masonry, rough carpentry, cabinetry, roofing, and exterior finishes, landscaping, blueprint reading, site safety, and local and state building codes. Students will learn the responsibility of timeliness as the house is completed by the end of the school year. Students must be willing to work outside in various weather conditions. This course meets off campus on the job site for a three-hour block of time. Students are responsible for their own transportation to and from the job site. Students must be able to arrive on the site location by 7:30am. Students who successfully complete the program will receive 4 elective credits as well as articulated credit from NWTC. Any student who registers for this class will be required to complete an application from the Door Kewaunee Business and Education Partnership (available in the secondary school counseling office), students will be interviewed and space will be limited. Not all who are interested are guaranteed placement. A final grade of C or better will earn credit at Northeast Wisconsin Technical College. This course may not count toward four-year university entrance requirements.

Courses within the project include the following:

- Introduction to Carpentry (1 NWTC credit)
- Roof and Ceiling Framing Systems (3 NWTC credits)
- Carpentry Prints and Specifications (2 NWTC credits)
- Exterior Building Finishes (3 NWTC credits)

Mathematics



Math 7

LENGTH: Full year

GRADE: 7 (Required)

PREREQUISITE: Successful completion of Math 6

DESCRIPTION: The 7th grade mathematics curriculum follows the Common Core State Standards for 7th grade. Instruction will focus on these five critical areas: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability. Along with the 7th grade content standards, the Standards for Mathematical Practice will be applied throughout this course.

Resource Text: TBD

Math 8 (Pre-Algebra)

LENGTH: Full Year

GRADE: 8 (Required)

PREREQUISITE: Successful completion of Math 7

DESCRIPTION: The Math 8 course curriculum aligns with the Common Core State Standards for grade 8. This course prepares students for the year-long Algebra 1 course in high school. The focus of this course is building the foundation necessary for success in the study of algebra. The instruction will concentrate on the following common core domains: the number system, expressions and equations, functions, geometry principles as applied in Algebra, and an introduction to bi-variate statistics. Along with the grade 8 content standards, students will practice the Standards for Mathematical Practice throughout this course.

Resource Text: Larson, Ron. *Big Ideas Math: Blue*. Big Ideas Learning, 2014.

Algebra 1

LENGTH: Full Year

GRADE: 8-9

CREDIT: 1.0 (Required)

PREREQUISITE: Successful completion of Pre-Algebra or after Math 7 with teacher approval.

DESCRIPTION: The Algebra 1 mathematics curriculum follows the Common Core State Standards for Algebra 1. This course will deepen and extend understanding of linear and exponential relationships formed in the middle grades by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage students in methods for analyzing, solving, and using quadratic functions. Along with the Algebra 1 content standards, the Standards for Mathematical Practice will be applied throughout this course.

Resource Text: *Algebra I, A Common Core Curriculum (Big Ideas Math)*, by Ron Larson, 2015

Geometry

LENGTH: Year

GRADE: 9-10 (Required)

CREDIT: 1.0

PREREQUISITE: Algebra 1

DESCRIPTION: The Geometry mathematic curriculum follows the Common Core State Standards for High School Geometry. The purpose of this course is to formalize and extend students' geometric experiences from elementary and middle school, using more precise definitions and developing careful proofs. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formula mathematic arguments. The critical concepts students will be learning include the following, congruence, proofs, constructions, similarity, trigonometry, three dimensions, connecting algebra and geometry through coordinates, circles and applications of probability.

Resource Text: *Geometry, A Common Core Curriculum (Big Ideas Math)*, by Ron Larson, 2015

Algebra 2 - Trigonometry

LENGTH: Year

GRADE: 9-12 (Required)

CREDIT: 1.0

PREREQUISITE: Algebra 1 and Geometry

DESCRIPTION: This course reinforces the mathematic skills students learned in Algebra 1 and Geometry. Topics covered will include: linear systems, matrices, quadratic systems, polynomial systems, rational exponents and functions, radical functions, exponential functions, logarithmic functions, conic sections, trigonometric functions, and elementary statistics.

Resource Text: *Algebra 2*. McDougal Littell 2007

Technical Careers Math

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: Completion of Algebra 2

DESCRIPTION: The purpose of this course is to emphasize problem solving through career simulations. Career and College Readiness skills are emphasized throughout the course. Functions, Trigonometry and Geometry are applied to the exploration of various career skills. Technology is used in graphing, algebraic manipulation, modeling and analyzing data, and simulating experiments.

Advanced Algebra

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: Geometry and Algebra II

DESCRIPTION: This course is an analytic alternative to Pre-Calculus. Students will continue to work with analytic properties of algebra in the following topics: rational functions; polynomial functions; exponential functions; logarithmic functions; circular functions; trigonometric identities; solution of right and oblique triangles; solution of trigonometric equations; polar coordinates; complex numbers; vectors; conic sections; sequences and series.

Resource Text: *College Algebra and Trigonometry*. 6th edition, Brooks/Cole Cengage Learning

Pre-Calculus

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: Successful completion of Algebra II/Trigonometry, Advanced Algebra, or instructor recommendation

DESCRIPTION: The Pre-calculus curriculum is a preparation for Calculus. Students will be encouraged to use mathematics as a tool for solving complex problems. Functions are approached according to the "rule of four," meaning that relations will be examined practically, analytically, graphically and numerically. The course employs frequent use of graphing calculators to explore function behavior and to analyze statistics. Students will review some topics learned in prior math courses. The primary focus of the course will be to develop complete understanding and application of a library of functions including linear, power, exponential, logarithmic, polynomial, trigonometric, and rational functions. Permutations, combinations, and an introduction to limits will also be studied. This course requires an extensive amount of independent study. Students will be required to commit additional time to this course and demonstrate exceptional self-direction.

Resource Text: Larson, Ron. *Precalculus*. Brooks/Cole, Cengage Learning, 2014.

Functions, Statistics, and Trigonometry

LENGTH: Year

GRADE: 12 (11 with teacher approval)

CREDIT: 1.0

PREREQUISITE: Algebra 2

DESCRIPTION: The purpose of this course is to emphasize problem solving, everyday applications, and the use of technology and reading, while developing and maintaining basic skills. Functions, Statistics, and Trigonometry integrates statistics and algebra concepts, and previews calculus in work with functions and intuitive notions of limits. Enough trigonometry is available to constitute a standard precalculus course in the areas of trigonometry and circular functions. Technology is used in graphing, algebraic manipulation, modeling and analyzing data, and simulating experiments.

Resource Text: Functions, Statistics, Trigonometry, 3rd edition, UCSMP

Advanced Placement Calculus AB

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: C or better in both semesters of Pre-Calculus, or instructor recommendation

DESCRIPTION: Advanced Placement Calculus AB is a rigorous mathematics course in calculus of a single variable and related topics in analytic geometry. It follows the College Board's syllabus and prepares students to take the AP Calculus AB exam in the spring. Instruction focuses on viewing key topics from multiple perspectives - numeric, geometric, and symbolic - and on the relationships between those key topics. Course content includes: a review of elementary functions, theory and application of limits, rates of change, theory and application of derivatives, methods of differentiation, theory and application of integrals, integrals as accumulators, Fundamental Theorems of Calculus, and methods of integration. Graphing calculators are used throughout the course. This course requires an extensive amount of independent study. Students will be required to commit additional time to this course and demonstrate exceptional self-direction equivalent to that of a college student. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities.

Resource Text: Larson, Ron. *Calculus for AP*. Cengage Learning, 2017.

Advanced Placement Calculus BC

LENGTH: Year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITE: C or better in both semesters of Advanced Placement Calculus AB

DESCRIPTION: Advanced Placement Calculus BC is a rigorous mathematics course in calculus. It follows the College Board's syllabus and prepares students to take the AP Calculus BC exam in the spring. Topics covered in addition to reviewing topics of first year calculus include the analysis and finding derivatives of planar curves including those given in parametric form, polar form, and vector form, including velocity and acceleration; Euler's method; L'Hospital's Rule; applications of integrals; integration by parts; logistic differential equations; and in-depth analysis of polynomial approximations and series. This course requires an extensive amount of independent study. Students will be required to commit additional time to this course and demonstrate exceptional self-direction equivalent to that of a college student. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities.

Resource Text: Larson, Ron. *Calculus for AP*. Cengage Learning, 2017.

Advanced Placement Statistics

LENGTH: Year

GRADE: 12

CREDIT: 1.0

PREREQUISITE: C or better grade in both semesters of Algebra II/Trig, or Advanced Algebra, or successful completion of Pre-Calculus

DESCRIPTION: AP Statistics is a rigorous course in beginning statistics. It follows the College Board's syllabus and prepares students to take the AP Statistics exam in the spring. Instruction focuses on application of statistical concepts. As such, the course involves an extensive amount of lab, writing, and project work. Students will be required to commit additional time to this course and demonstrate exceptional self-direction equivalent to that of a college student. Course content includes the following major areas: statistical methods, probability, descriptive statistics, and inferential statistics. Additional content may include further selections from probability or discrete mathematics. Graphing calculators and computers are used throughout the course. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities.

Resource Text: *The Practice of Statistics*. 2nd edition, W.H. Freeman & Company

Music

Band 7

LENGTH: YEAR

GRADE: 7

CREDIT: None

PREREQUISITE: Beginning Band (Essential Elements 2000 Book 1 #118 or discretion of Director after conferencing with parents and district administrator)

DESCRIPTION: Grade 7 Band is open to all students who have successfully completed Beginning Band (Essential Elements 2000 #118 or discretion of Director after conferencing with parents and district administrator), and is an extension and continuation of Beginning Band. The playable range of the instrument will be expanded, as well as performing more complex and intricate pieces of music. Grade 7 Band will perform 2 concerts (Winter and Spring). Grade 7 Band is designed to enhance instrumental and general musical knowledge and prepare participants for Grade 8 Band.

Choir 7

LENGTH: YEAR

GRADE: 7

CREDIT: None

DESCRIPTION: Choir meets every day alternating with the band schedule for those in both courses. Choir prepares and performs choral literature appropriate for young & changing voices, and includes singing in unison, 2 parts & 3 parts, as well as rounds. Emphasis in class activities is placed on the cultivation of singing skills & the understanding of basic music theory and its application to literature being sung. Some keyboard lab is included with class instruction, with an emphasis on understanding the basic structures of key signatures, chords and diatonic movement. Music history is included in relation to choral literature presented in class. Students perform at least two major concerts a year, and have the opportunity to participate in district festival. Students continue to develop sight singing skills & proper rehearsal practices, and the ability to evaluate the components of choral and solo performances. There is an emphasis on listening skills and ear training. Some literature is taught in other languages. Students experience individual or small group lessons.

Band 8

LENGTH: YEAR

GRADE: 8

CREDIT: None

PREREQUISITE: Band 7 (Essential Elements 2000 Book 1 Completed or discretion of Director after conferencing with parents and district administrator)

DESCRIPTION: Grade 8 Band is open to all students who have successfully completed Grade 7 Band (Essential Elements 2000 Book 1 completed or discretion of Director after conferencing with parents and district administrator), and is an extension and continuation of Grade 7 Band. The playable range of the instrument will be expanded, as well as performing more complex and intricate pieces of music. Grade 8 Band will perform 2 concerts (Winter and Spring), and will participate in Solo/Ensemble. Grade 8 Band is designed to enhance instrumental and general musical knowledge and prepare participants for Advanced Band.

Choir 8

LENGTH: YEAR

GRADE: 8

CREDIT: None

PREREQUISITE: Choir 7

DESCRIPTION: Choir meets every day alternating with the band schedule for those in both courses. Choir prepares and performs choral literature appropriate for changing and changed voices, and includes singing in 3 parts and rounds. Emphasis in class activities is placed on the cultivation of singing skills & the understanding of more advanced music theory and its application to literature being sung. Some keyboard lab is included with class instruction, with the introduction of more advanced key signatures & chords. Music history is included in relation to choral literature presented in class. Students perform at least two major concerts a year, and have the opportunity to participate in district festival. Students continue to develop sight singing skills & proper rehearsal practices, and the ability to evaluate the components of choral and solo performances. There is an emphasis on listening skills and ear training. Some literature is taught in other languages. Students experience individual or small group lessons.

Advanced Band

LENGTH: Year

GRADE: 9 – 12

CREDIT: 1.0 (Repeatable Credit Granted to High School Students)

PREREQUISITE: Grade 8 Band or Instructor Consent

DESCRIPTION: The study and application of musical styles through performance. Individuals are expected to improve their technique on their chosen instrument and to develop an overall understanding of the musical world. All band members are required to participate in public concerts and group festival/clinic, including pep band and marching band. Band meets every day alternating with the choir schedule for those in both courses.

Advanced Choir

LENGTH: Year

GRADE: 9 – 12

CREDIT: 1.0 (Repeatable Credit Granted to High School Students)

PREREQUISITE: Intermediate Choir or Instructor Consent

DESCRIPTION: Choir meets every day alternating with the band schedule for those in both courses. Choir prepares and performs challenging choral literature. Course activities primarily emphasize an advanced level of singing. Music theory and history are supplemented to give the student a comprehensive look at choral music. The chorus performs several major concerts during the school year. Students enrolled in chorus continue to develop proper vocal skills; perform choral literature of advanced difficulty; learn to apply performance skills to choral, ensemble and solo performance; continue to develop music reading skills; continue to develop proper rehearsal disciplines, techniques, and procedures; learn to appreciate and utilize the historical background of the music being learned; learn to sing properly in various languages; continue to develop the ability to evaluate quality of performance; and experience one-to-one private instruction.

Jazz Lab

LENGTH: Semester or Year

GRADE: 10 – 12

CREDIT: .50 or 1.0 (Repeatable)

PREREQUISITE: Instructor's consent

DESCRIPTION: The study and application of musical styles through performance with emphasis on Jazz. Individuals are expected to improve their technique on their chosen instrument. They must develop a basic understanding of Jazz; its history, appreciation, vocabulary, styles and improvisational techniques. A heavy emphasis on music theory will also be required. Jazz Lab is open to all music students who are self-motivated and have shown good progress throughout their musical experience. Jazz Lab can be taken as a scheduling alternative to Concert Band with members required to perform for all Concert Band events. Courses meet Monday through Friday.

Physical Education

Physical Education 7

LENGTH: Full Year

GRADE: 7 (Required)

CREDIT: None

PREREQUISITE: None

DESCRIPTION: This class meets every other day with a wide variety of activities to improve the physical well-being of the students. Areas of study will include flag football, soccer, basketball, team challenges, volleyball, floor hockey, Omnikin ball, track and field & softball. Additionally, LOG-low organized games take place throughout the school year. A daily routine of exercises & warm-ups will help with the development of physical conditioning and muscle coordination. Fitness testing is done twice a year. Four written tests will also be given to support the units of study. A gym uniform (change of clothes) is required as each student will be issued a locker.

Physical Education 8

LENGTH: Full Year

GRADE: 8 (Required)

CREDIT: None

PREREQUISITE: None

DESCRIPTION: This course mirrors the seventh grade PE course. It meets every other day with a wide variety of activities to improve the physical well-being of the students. Areas of study will include pickle ball, basketball, flag football, soccer, cross country skiing, floor hockey, volleyball, track and field & softball. LOG-low organized games take place throughout the school year also. A daily routine of exercise & warm-ups will help with the development of physical conditioning and muscle coordination. Fitness testing is done twice a year. Four written test will also be given to support the units of study. A gym uniform (change of clothes) is required as each student will be issued a locker.

Physical Education 9

LENGTH: Full year

GRADE: 9 (Required)

CREDIT: 1.0

PREREQUISITE: None

DESCRIPTION: This is an activity course that continues to enhance personal physical skill development. Physical fitness is emphasized throughout the year and tested four times. The students will learn new skills during new units and review old skills as well. Students will work hard, be active and understand the importance of fitness in life. Some of the units may include golf, archery, weight training, orienteering, bowling, tennis, biking, and pickle ball. More traditional units such as flag football, soccer, basketball, volleyball, cross country skiing & softball may also be included. Physical education clothes as well as a three ring binder are needed for course.

Lifetime Fitness

LENGTH: Spring Semester

GRADE: 10-12

CREDIT: .50 (Repeatable)

PREREQUISITE: Physical Education 9

DESCRIPTION: This course will provide students with the opportunity to experience and learn about new and non-traditional forms of fitness that they can practice for the rest of their life. The focus of this class will be on SHAPE standard 5: valuing physical activity for challenge, health, enjoyment, social interaction, or self-reflection. Units may include hiking, orienteering, outdoor pursuits, geocaching, biking, aerobics, Tae Bo, Zumba, step aerobics, Tabata, yoga, Pilates, trending fitness programs, and aquatics. Dependent upon the season, a weekend outdoor hiking/camping/orienteering field trip may be a part of the class. The biking unit will require each student supply a bike. *Units are offered dependent on the semester, weather, and number of students in the class. Fitness testing is also part of the class.*

WHO THIS IS FOR: Students who are looking to learn about ways to be physically active and well outside of a school-setting; students who want to learn about ways to lead a physically active lifestyle upon graduation; students who do not enjoy team or individual sporting activities

Lifetime Sports

LENGTH: Spring Semester

GRADE: 10-12

CREDIT: .50 (Repeatable)

PREREQUISITE: Physical Education 9

DESCRIPTION: This course will provide students with the opportunity to continue participation and skill development of selected lifetime individual and team sports that they may be more likely to continue with upon graduation. Activities may or may not be competitive, but the emphasis of this class is enjoyment of the sport. Units may include golf, archery, tennis, bowling, biking, cross-country skiing, badminton, pickle ball, spikeball, moonball-softball, disc golf (frolf) and others. Some units like bowling and golf may include a fee. The biking unit will require each student supply a bike. *Units are offered dependent on the semester, weather, and number of students in the class. Fitness testing is also part of the class.*

WHO THIS IS FOR: Students who enjoy playing sports in a relaxed environment for enjoyment rather than competition; students who prefer to participate in individual or small group sports rather than large team sports; students looking for ideas on how to be active and participate in sports in their future.

Competitive Team Sports

LENGTH: Fall Semester

GRADE: 10-12

CREDIT: .50 (Repeatable)

PREREQUISITE: Physical Education 9

DESCRIPTION: This course will provide students with the opportunity to continue participation and skill development in selected team sports, both traditional and non-traditional. Units may include flag football, ultimate frisbee, basketball, volleyball, floor hockey, lacrosse, eclipse ball, softball, Newcombe ball, speedball, Jokgu, Tchoukball, Quidditch, nitroball, Omniken, and other invasion team games. Emphasis will be placed on tactical strategy and skill development within a team. *Units are offered dependent on the semester, weather, and number of students in the class. Fitness testing is also part of the class.*

WHO THIS IS FOR: Competitive students who enjoy playing advanced team sports and working together as a part of a team.

Personal Wellness

LENGTH: Semester (offered fall and spring)

GRADE: 10-12

CREDIT: .50 (Repeatable)

PREREQUISITE: Physical Education 9

DESCRIPTION: This Personal Wellness course will allow students to improve their overall fitness and wellness through various training programs and techniques. Very similar to the Weight Training course, students will learn the major muscles of the body and how they relate to a properly functioning body. Instead of an emphasis solely on weight lifting, students will develop SMART goals based on their personal wellness and will learn how to design a comprehensive wellness program to help them meet their needs. Through a combination of weight training activities, plyometrics, aerobics, endurance and flexibility exercises, and tabata, students will learn about and focus on the 5 components of health-related fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. *Fitness testing is also a part of this class.*

WHO THIS IS FOR: Students who want to learn how to meet their personal wellness and fitness goals; athletes who want to develop in and learn about a specific component of fitness; or students who prefer to work on personal wellness goals outside of a sporting environment, not only specific to weight training.

Weight Training

LENGTH: Semester (offered fall and spring)

GRADE: 10-12

CREDIT: .50 (Repeatable)

PREREQUISITE: Physical Education 9

DESCRIPTION: For students who are inexperienced and experienced in weight lifting, students will design and implement an effective and safe weight training program that will improve their overall body strength. Objectives are to learn the major muscles of the body, examine the principles of weight training and how these principles can best be applied in designing safe and effective strength and conditioning; to examine the structure and function of the body systems and how they adapt to training; to apply and analyze pre-tests and post-test results; and to provide instruction and demonstration on lifting and spotting techniques. Each student will begin the course with maxing out on four major lifts of their choice, and programs will be created with this information. Students are required to participate in daily weight lifting with the implementation of their personal weight training program.

WHO THIS IS FOR: Students who want to learn more about weight lifting techniques, program design, and methods, or who want to increase their overall performance or fitness level.

Careers in Health, Exercise, Fitness, or Sport (C.H.E.F.S)

LENGTH: Fall Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: Physical Education 9; Signed permission from high school P.E. teacher showing interest

DESCRIPTION: This course is designed for students who are interested in a career related to health, exercise, fitness, or sport. Descriptions and requirements to a variety of careers will be introduced: Coach, physical trainer, physical therapist, occupational therapist, personal trainer, PE or health teacher, sports marketing, nutritionist, wellness coordinator, athletic director, sports information director, and possibly others. Through lessons, speakers, hands-on activities, and individual research, students will explore the many options possible in a health-related career field. Students will work through a WIAA (Wisconsin Interscholastic Athletic Association) officiating course throughout the second half of the semester, learning the rules and regulations, as well as trending issues, scenarios, and techniques to the officiating career. Students will work to obtain their WIAA officiating license in 1-2 sports, most likely volleyball and basketball, with the cumulating licensing test being part of their final grade. With this certification, students will be able to officiate games up to the freshman level until they have graduated, and upon graduation, they may officiate any athletic competitions. While this is a predominantly non-active class, students will have thoroughly explored career options in related fields and will leave with a possible future plan, as well as certification to officiate for the WIAA.

WHO THIS IS FOR: Junior or Senior students who are seriously interested in learning more or possibly pursuing a future in a health, exercise, fitness, or sports-related field.

Physical Education Waiver

ADMINISTRATIVE RULE 9.21

WAIVING A FOURTH SEMESTER OF PHYSICAL EDUCATION

A student may waive his or her 4th semester of Physical Education if all the following criteria apply:

- A. The student has earned a grade of B or better in each of the semesters of completed Physical Education.
- B. The student is an athlete who has earned at least three participation certificates in WIAA-sanctioned, Gibraltar-sponsored sports in which the student has two or more years of participation.
- C. The waiver will not create an assignment to more than one study hall per semester. The student must be enrolled in a minimum of seven (7) courses for grade point during the semester that Physical Education is waived.
- D. The student must complete a full season of participation in his or her designated sport in the year that the waiver is applied in order for the graduation requirement to be waived.

During the spring semester and prior to course registration for the next school year, the high school principal or designee will notify athletes who have met criteria A and B of their waiver option. Students must submit a written waiver request in a timely manner to allow them to select alternative courses or a study hall.

As the conclusion of the semester in which the 4th semester of Physical Education is waived, the student's transcript will be annotated with a ".5 PE credit waived" statement.

Students who waive the 4th semester of PE still must complete 26 credits as a requirement for their high school graduation.

Revised Rule Adopted 12/04/06

Revised Rule Adopted 01/24/11

Science

Science 7

LENGTH: Year

GRADE: 7 (Required)

CREDIT: None

PREREQUISITE: Science 6

DESCRIPTION: Seventh grade science is a continuing study of life, earth, and physical science. Students work to meet state standards by being actively engaged in hands on and minds on learning. Students learn science content and practice science skills. The instructor provides opportunities for students to make personal meaning of what they are learning. The science curriculum is being aligned to the Next Generation Science Standards. This course promotes science standards 1-3, 4, 5, 7, 10, 11, 17, 18

Science 8

LENGTH: Year

GRADE: 8 (Required)

CREDIT: None

PREREQUISITE: Science 7

DESCRIPTION: Eighth grade sciences are a continuing study of life, earth, and physical science. Students work to meet state standards by being actively engaged in hands on and minds on learning. Students participate in a Science Fair. Class participants learn science content and practice science skills. The instructor provides opportunities for students to make personal meaning of what they are learning. The science curriculum is being aligned to the Next Generation Science Standards. This course promotes science standards 1-3, 4, 5, 7, 10, 11, 17, 18INT

Biology

LENGTH: Year

GRADE: 9 (Required)

CREDIT: 1.0

PREREQUISITE: None

DESCRIPTION: This course provides students with the background knowledge and skills necessary to become informed citizens so they can participate in and understand future discussions regarding biological principles. To accomplish this goal this course examines properties of living organisms that set them apart from non-living matter, molecular and cellular biology, concepts of reproduction, genetics, biotechnology, natural selection, and classification of organisms. Studies include microbiology, multi-cellular plants, animals, human body systems, and ecology. This class is meant to be an introduction. Science Standards 1-3, 7-12, and 17-18.

Resource Text: *Modern Biology*. Holt Rinehart Winston 2006

Integrated Science

LENGTH: Year

GRADE: 10

CREDIT: 1.0

PREREQUISITE: Successful completion of biology

DESCRIPTION: This course provides students with the background knowledge and skills necessary to become informed citizens so they can participate in and understand future discussions regarding principles in physics, chemistry, earth science, and biology. To accomplish this goal, students will examine concepts of physics, chemistry, earth science, biology, and ecology. This course promotes science standards 1-3, 4, 5, 7, 10, 11, 17, 18, and 40.

Resource Text: *Conceptual Physical Science*. (Hewitt, Suchocki and Hewitt), Addison Wesley, 2007

Chemistry

LENGTH: Year

GRADE: 10-12, 10th grade with Science Department Approval

CREDIT: 1.0

PREREQUISITE: NONE

DESCRIPTION: This course is designed to cover in depth the basic principles of chemistry. These topics include: chemical safety, matter and its changes, scientific measurement, atomic structure, chemical formulas, chemical composition, chemical equations, stoichiometry of chemical equations, solutions, acids and bases, the periodic table and bonding, gas laws, chemical equilibrium, and nuclear chemistry. This course is laboratory based and focuses on development of critical thinking skills to help students prepare for college. This course promotes science standards 1, 2, 3, 13, 14, 16, and 19-26.

Resource Text: *Modern Chemistry*. (Davis, Frey, Sarquis and Sarquis), Holt, Rinehart and Winston 2006

Physics

LENGTH: Year

GRADE: 10-12, 10th grade with Science Department Approval

CREDIT: 1.0

PREREQUISITE: NONE

DESCRIPTION: This course is designed to cover in depth the basic principles of physics. The topics include mechanics, heat, fluids, waves, sound, light, and electrostatics. This course is laboratory based and focuses on the development of independent thinking and problem solving skills to help students prepare for college. This course promotes science standards 1, 2, 3, 14, 15, 16, and 27-30.

Resource Text: *Conceptual Physics* (Hewitt), Pearson Prentice Hall, 2006; *Problem Solving Exercises in Physics* (Hickman), Prentice Hall 2002

Criminalistics

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: Junior or senior class standing and successful completion of at least two full years of high school science

DESCRIPTION: This semester course is an introduction to forensic science. Topics include examination of a simulated crime scene and the rules for gathering physical evidence; analysis of glass, soil, fibers, hair, fingerprints, tool marks, forensic photography, and firearms. Students will study the analysis of drugs, poisons, blood, and DNA as well as document and hand writing to further consider crime. Enrollment is limited to a maximum of 18 students per section, who are recommended and/or approved by the science department and guidance counselor. The units in this course address standards 1, 2, 3, 8, 13, 16, 19, 27, and 43 along with their corresponding benchmarks as found in the Gibraltar Course Standards in Science booklet. Preference is given to seniors.

Resource Text: *Criminalistics-An Introduction to Forensic Science*. 7th Edition, (Richard Saferstein), 2001

Earth Science

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREREQUISITE: Junior or senior class standing and successful completion of at least two full years of high school science

DESCRIPTION: Earth science is the study of the forces that have shaped our planet and continue to bring about environmental and geophysical changes. We will study the earth as a global system, including topics such as rock formation, the lithosphere, water, glaciers, volcanism, plate tectonics, winds, weather patterns, climate, and our solar system. The course content will address standards 1- 5, 7, 10, 11, 17, 18, and 40 with their corresponding benchmarks as found in the Gibraltar Course Standards in Science booklet.

Resource Text: *Earth Science*. 10th edition, Tarbuck/Lutgens 2003

Environmental Science

LENGTH: Semester (offered first semester only)

GRADE: 11-12

CREDIT: .50

PREREQUISITE: Junior or senior class standing and successful completion of at least two full years of high school science

DESCRIPTION: This semester course includes the study of local and global environmental issues. Units include forestry, water, fisheries, soils, ornithology, and wildlife management. Lab work includes environmental testing and monitoring of local water and soil quality. Students will grasp that the identification of local vegetation, mammals, fish, and birds is essential to the understanding of our complex environment. A fall field trip to local fisheries facilities is required to successfully complete this class. The course content will address standards 1, 2, 3, 4, 5, 7, 10, 11, 17, 18, 38, 39, 40, 41, and 42 with their corresponding benchmarks as found in the Gibraltar Course Standards in Science booklet.

Resource Text: *Environmental Science*. 6th Edition, (Nebel/Wright) 1998

Human Anatomy/Physiology

LENGTH: Semester

GRADE: 11-12

CREDIT: .50

PREEQUISITE: Junior or senior class standing and successful completion of at least biology. Chemistry is recommended

DESCRIPTION: This course aims to provide students with greater knowledge of the human body systems than is provided in biology. The units include the organization of the human body, skeletal system, muscular system, perception, the digestive system, respiratory system, endocrine system, reproduction, the regulatory system, and metabolism. This course is recommended for AP Biology students. This course meets science standards 1-3 and 7-12, and 17-18.

Resource Text: *Hole's Essentials of Human Anatomy and Physiology*. , 9th edition, (Shier/Butler/Lewis) 2006

Astronomy

LENGTH: Semester

GRADE: 11-12

CREDIT: .5

PREREQUISITE: Integrated Science, Physics, or Chemistry

DESCRIPTION: Astronomy is a survey of the objects and forces in the universe. Students will be lead through an exploration of topics such as exploring the sky, stars, galaxies, the universe, and the solar system. This course promotes science standards 1-3, 6, 13, 14, 15, 16, 21, 25, 27, 29, and 30.

Advanced Placement Biology

LENGTH: Year

GRADE: 11-12

CREDITS: 2.0

PREREQUISITE: Biology and Chemistry

DESCRIPTION: This two period course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics of the course will include: Chemistry of Life, Cells, Cellular Energetics, Heredity, Molecular Genetics, Evolutionary Biology, Diversity of Organisms, Structure and Function of Plants and Animals, and Ecology. The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The college course differs significantly from the first high school course in biology with respect to the depth of the textbook, the range and depth of topics, the required laboratory work, and the time and effort required of students. Students should expect to spend a minimum of one hour every day on out-of-class work. This course meets the science standards 1-3, 7-12, and 17-18. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities. Resource Text: *Biology*. Campbell and Reece 2005.

Advanced Placement Chemistry

LENGTH: Year

GRADE: 11-12

CREDITS: 1.0

PREREQUISITE: Geometry, Chemistry

DESCRIPTION: The AP Chemistry course is a course designed to be the equivalent of a first year college chemistry course and will follow a syllabus approved by the College Board. A college text will be used and the course pace will be much faster than high school chemistry. Topics include atomic theory and atomic structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions (including acid-base and oxidation-reduction), stoichiometry, equilibrium, kinetics, thermodynamics, electrochemistry, an introduction to organic chemistry and biochemistry, and descriptive chemistry. This course meets science standards 1, 2, 3, 13, 14, 16, and 19-26. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities. Resource Text: *Chemistry* (Zumdahl and Zumdahl), Houghton Mifflin Company 2007

Advanced Placement Environmental Science

LENGTH: Full year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITES: Junior or senior class standing, teacher recommendation, and successful completion of at least two full years of high school science.

DESCRIPTION: This full year course includes the study of local and global environmental issues. Students will study the principles of living sustainability in a global environment, biodiversity of life on earth, local and global environmental problems, ecosystem structure and function, population dynamics, aquatic and terrestrial ecosystems, natural resource management of: (soils, water, wildlife, food, forestry, minerals, and energy resources), renewable and nonrenewable energy, human environmental health hazards, pollution of: (water, air, soil, and hazardous wastes), environmental politics, policies, ethics, and economics of living sustainably. Lab work includes environmental testing and monitoring of local water, air, and soil quality. Students will grasp that the identification of local vegetation, mammals, fish, and birds is essential to the understanding of our complex environment. A fall field trip to local fisheries facilities is required to successfully complete this class. The course content will address Gibraltar Science Course Standards 1, 2, 3, 4, 5, 7, 10, 11, 17, 18, 38, 39, 40, and 41. In addition, AP Environmental Science will prepare students to take the AP College Board exam to earn credit for a college level environmental science course.

Resource Text: *Living In The Environment*. AP Edition, (Miller/Spoolman) 2011

AP Physics 1/AP Physics C -Mechanics

LENGTH: Year

GRADE: 10-12

CREDIT: 1.0

PREREQUISITE: Geometry – AP Physics 1, Calculus (Concurrent) –AP Physics C

DESCRIPTION: AP Physics 1/ AP Physics C – Mechanics will cover the basic principles of physics at a level equivalent to a first year physics course in college and will follow a syllabus approved by the College Board. Topics include Kinematics, Newton's Laws of Motion, Gravitation and Circular Motion, Work, Energy, Power, Linear Momentum, Torque and Rotational Motion, Simple Harmonic Motion, Waves, Sound, Electrostatics and Simple Electric Circuits. Laboratory work is a significant part of the course, and the students will be expected to maintain a lab notebook. Problem solving and independent thinking skills are essential and will be developed. AP Physics 1 requires a strong algebra background. AP Physics C requires the use of calculus. This course promotes science standards 1,2,3,14,15,16, and 27-30. Successful completion of this course and the AP exam may lead to college credit and/or advanced placement at many universities.

Resource Text: *Physics* (Cutnell & Johnson), John Wiley & Sons 2009

Social Sciences

The following scope and sequence should be used as a guideline when selecting courses for each year. Detailed descriptions of each course are included in this handbook. This scope and sequence will ensure all students are exposed to all social sciences standards throughout their high school career. At any time, with teacher approval, an AP course may be substituted for any of the courses.

Seniors: Psychology/Sociology

Juniors: US History

Sophomores: World History

Freshman: Humanities

Electives/Alternatives:

AP Psychology

AP US History

AP World History

AP Government

Social Studies 7

LENGTH: Year

GRADE: 7 (Required)

CREDIT: None

PREREQUISITE: Social Studies 6

COURSE DESCRIPTION: Social Studies 7 is an overall survey course into world history. It covers history from the beginning of history to today. It is a chronological look at themes throughout history. It also covers the impact of individuals on history and events of the past and today. Along with understanding historical concepts, students will be required to critically think, analyze, and synthesize different knowledge, concepts and themes throughout history. Reading primary and secondary sources, writing, collaboration with classmates, and technological presentations will be stressed in this course.

Social Studies 8

LENGTH: Year

GRADE: 8 (Required)

CREDIT: None

PREREQUISITE: Social Studies 7

COURSE DESCRIPTION: Social Studies 8 is an overall survey course into United States history. It covers life before Europeans and colonization to the present day. The first semester includes the study of colonization, revolution, Constitution, Jacksonian Era, Antebellum, slavery, manifest destiny, Civil War, and Reconstruction. The second semester includes the study of the Gilded Age, Progressivism, WWI, Roaring '20s, Great Depression, WWII, Cold War, equal rights, Vietnam War, rise of conservatism, and the War on Terror. Along with specific US historical themes the following skills will be stressed: writing, reading primary and secondary sources, analysis, synthesis, and critical thinking.

Humanities

LENGTH: Full year

GRADE: 9

CREDIT: 1.0

PREREQUISITES: None

DESCRIPTION: Humanities is defined as the branches of knowledge concerned with human thoughts, actions, and culture. This course will focus on a comprehensive investigation into the social sciences while also introducing freshmen level students to the skills of questioning, researching, and writing like a social scientist. This course will introduce students to these skills through utilizing an approach that emphasizes political, economic, geographic, and social points of view. We must first answer the question how do we know?, and in doing so we'll take a look at concepts like media influence and public opinions. We will then use the six main principles of the Constitution to guide much of the remainder of the year. These six principles will serve as our units, and throughout the learning of each unit we will continually layer the domains of social science to best understand, analyze, and discuss relevant contemporary issues. Ultimately, the goal of this course is to challenge and prepare all students for success in their high school social studies courses.

World History

LENGTH: Year

GRADE: 10

CREDIT: 1.0

PREREQUISITE: None

DESCRIPTION: The purpose of this course is to expose students to the influences that people have on one another, the cultural similarities and differences of each group, and to investigate the roots of friendship and antagonism which exist among people today. The nature of the human being and human's relationship with time is stressed. The course includes all of history and a little prehistory following a chronological order along with some themed units of study. An understanding of geographic, economic and historical knowledge will be stressed. Students will critically analyze original source documents to infer about represented time periods. The instructor will stress basic skills in reading, writing, note-taking, presentation and critical thinking.

US History

LENGTH: Full year

GRADE: 11-12

CREDIT: 1.0

PREREQUISITES: None

DESCRIPTION: This course is continuation of the United States History course taught in Grade 8 as well as an in-depth thematic analysis of US history. First semester begins with a look at the United States in the late 1800's / early 1900's and continues with an in-depth study of the 20th Century. Second semester will be focused on themes relevant to a variety of time periods throughout US History such as freedom, equality, independence, power, etc. Students will be required to interpret historical documents and make informed inferences about those documents. Expanding skills of writing, note-taking, map reading, graph and chart interpretation, and critical thinking will be stressed. Students must be able to use computers and word processing to seek and search for information
Resource Text: *Lies My Teacher Told Me* by James V. Loewen and *Don't Know Much About History* by Kenneth C. Davis.

Psychology

LENGTH: Semester

GRADE: 9-12

CREDIT: 0.5

PREREQUISITE: None

DESCRIPTION: The field of psychology examines the concepts and connections between thought, emotion, and behavior. This course is an introduction to those concepts with the focus centering upon understanding and applying psychological concepts to ourselves and the people and situations we are surrounded by every day. Our learning of psychology is organized into inquiry-based units containing big picture questions. Students will be required to directly apply the content in a multitude of class activities. Additionally, students will investigate, research, discuss, and cooperatively learn in the quest to dissect the big picture questions in this course. Additional methods include lecture/note taking, various print and online reading selections, and other applicable handouts, simulations, research, experimental analysis and design. Psychology is a broad field of social science, our goal is to learn to think like a psychologist.

Sociology

LENGTH: Semester

GRADE: 9-12

CREDIT: 0.5

PREREQUISITE: None

DESCRIPTION: Sociology is the study of the development, structure, and functioning of human society. To be successful in this course, students are required to think critically about a wide range of aspects regarding human interaction. We will examine the subfields of sociology, research methods used by sociologists, culture, social interaction and groups, deviance, sex and gender, and much more. We will approach our content in a problem-based manner, and continually ask ourselves challenging questions and organize our research in the pursuit of developing answers for those questions. This course emphasizes discussion and participation, research, and writing. Every student in this course is given the objective of becoming a leading member of our multi-racial and multicultural global community.

Advanced Placement U.S. Government

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: Teacher Approval

DESCRIPTION: Advanced placement in U.S. Government and Politics is designed to give students a critical perspective on politics and government. This course will focus upon both the general concepts used to analyze U.S. politics and the dissection of specific case studies. The flow of the course will begin by exploring the theories that provide the foundation of our governmental structure and political system. We will transition to analyzing the formation of beliefs and behaviors within our political system, which will lead into our study of the strengths and weaknesses of that system. Course content will investigate the role of the media and other institutions, and the role citizens play in the political process. Next, the course will analyze the organization of both the formal and informal institutions in our National Government. The course will conclude with the concept of developing a thorough understanding of how policies are made, and how our civil rights and liberties have come to be what they are today. Ultimately, this course will prepare all students for success on the A.P. examination in May.

Advanced Placement World History

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: Teacher Approval

DESCRIPTION: This is a rigorous academic, year-long study of world history with an emphasis on the non-western world. The course relies on a college-level text, primary source documents, and outside readings. The purpose of the course is to prepare selected, accelerated students for future advanced placement and college-level learning. Independent study skills will be stressed. Students will be required to participate in class discussions, group and individual projects. A special emphasis will be given to historical writing and reading. In addition, objective exams, simulations and integrated computer technology assignments will be given.

Advanced Placement U.S. History

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: Teacher Approval

DESCRIPTION: This is a rigorous academic, year-long study of United States history with an emphasis on historical detail. The course relies on a college-level text, primary source documents, and outside readings. The purpose of the course is to prepare selected, accelerated students for future advanced placement and college-level learning. Independent study skills will be stressed. Students will be required to participate in class discussions, group and individual projects. A special emphasis will be given to historical writing and reading. In addition, objective exams, simulations and integrated computer technology assignments will be given.

Advanced Placement Psychology

LENGTH: Year

GRADE: 9-12

CREDIT: 1.0

PREREQUISITE: Teacher Approval

DESCRIPTION: AP psychology is designed to introduce students the study of behavior, mental processes, and emotions of human beings, as well as other animals. Students will read, analyze, and discuss the content material as they develop a critical understanding of the facts, principles, and phenomena contained within each of the subfields of psychology. The course is organized into 14 individual units, which will each culminate with an A.P. style assessment. Students are expected to read and apply the content continually. Students will think like a psychologist, and ultimately be prepared for success on the A.P. examination in May.