

# **ALMOND-BANCROFT ACADEMIC & CAREER PLANNING GUIDE**

**2024-2025**



## Almond-Bancroft School District

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### **District Mission Statement:**

The Almond-Bancroft School District, with the support of families and community members, will provide a safe and supportive learning environment, which challenges and prepares each student for success today and tomorrow.

### **District Vision Statement:**

We are a collaborative community focused on continued growth in opportunities, choices, and expectations for all students. We prepare self-motivated and responsible students to become well-rounded and successful citizens.

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

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# ALMOND-BANCROFT SCHOOL DISTRICT ACADEMIC AND CAREER PLAN

The Almond-Bancroft School District is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan (ACP). The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five year span that will meet the requirements of the plan.

## District Academic and Career Plan Coordinator(s): Jenny Shier

Description of the coordinator responsibilities:

1. Create a college-going and career readiness culture.
2. Leverage relationships with local business and community leaders.
3. Coordinate family engagement opportunities with school leaders.
4. Ensure that all secondary students (grades 6-12) have the means, opportunity, and preparation to succeed in post-secondary education ranging from two or four year colleges, apprenticeships, certification programs, military, etc. to be successful in the workplace.

Almond-Bancroft School District is located in the rural community of Almond, which has a population of approximately 448 people and is 30 minutes southeast of Stevens Point. Bancroft is an adjoining community of approximately 535 people and is located 8 miles northwest of Almond.

A breakdown of the 2018-2019 student population is below:

Total Student Enrollment: 397

Percentage Designated Low Income/Socio-Economic Status (SES): 43%

Percentage of Students Receiving Special Education Services: 15.2%

Percentage of Students Receiving English Second Language (ESL) Services: 15.6%

Race and Ethnic Data:

	American Indian	Black	Hispanic	White	Two or More Races
Percentage of Students	0.0%	0.5%	25.6%	73.4%	0.3%

# ALMOND-BANCROFT SCHOOL DISTRICT ACADEMIC AND CAREER PLAN

According to the United States Census Bureau (2016), Portage County has a population estimated at 70,447. Approximately 92.5% of Portage County residents is a high school graduate or higher (persons age 25 years +) and approximately 29.2% of residents have a Bachelor's degree or higher.

Of the population currently employed in Portage County, the top four occupational areas based on wage distribution include: Trade, Transportation, Utilities; Education & Health; Financial Activities; and Manufacturing based upon the Department of Workforce Development's County Profile (2016). The average salaries for these positions are:

1. Trade, Transportation, Utilities: \$30,819
2. Education & Health: \$45,087
3. Financial Activities: \$63,005
4. Manufacturing: \$44,683

Top Industries by Employment (1 <sup>st</sup> Qtr 2017)	Top Paying Hourly Occupations (2016)
<ol style="list-style-type: none"> <li>1. Insurance Carriers &amp; Related Activities</li> <li>2. Edu Services</li> <li>3. Food Services &amp; Drinking Places</li> <li>4. Food Mfg</li> <li>5. Ambulatory Health Care Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Chief Executives</li> <li>2. Sales Managers</li> <li>3. Pharmacists</li> <li>4. Construction Managers</li> <li>5. Computer/Information System Managers</li> </ol>
Unemployment Rate (July 2017)	Miscellaneous Information
<ol style="list-style-type: none"> <li>1. Portage County: 3.2%</li> <li>2. Wisconsin: 3.3%</li> <li>3. United States: 4.6%</li> </ol>	<ol style="list-style-type: none"> <li>1. Average Home Cost (2013): \$126,700</li> <li>2. Per Capita Income (2015): \$41,434</li> <li>3. Number of K-12 Public Schools: 29</li> </ol>

Wisconsin WORKnet (2017)



# WHAT IS ACADEMIC AND CAREER PLANNING (ACP)?

Academic and career planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

E4E & ACP Mission: Empowering ALL students to travel the road TO adulthood THROUGH education and training to careers.

E4E & ACP Vision: Re-imagining K-12 education to equip students:

- With meaningful and supportive adult relationships
- And the ability to adapt to opportunities and challenges
- On their personalized journeys to successful lives.

The term ACP refers to both a *process* that helps students engage in academic and career development activities as well as a *product* that is created and maintained for students' academic, career, and personal advancement.

ACP is a student-driven, ongoing process that actively engages students enabling them to:

- Understand their own interests, strengths, values, learning styles,
- Create a vision of their future,
- Develop individual goals, and
- Prepare a personal plan for achieving their vision and goals.

The district recognizes that graduate follow-up surveys are important and that the information gathered should be used for decision making. At this time the district participates in the graduate follow-up survey for students that are generated based on CTEERS information and from other surveys that are part of the continuous improvement results measures. The results collected annually provide information on graduates related to their current work and educational status.

# ACP STATUTE (PI 26)

- ✓ On June 30, 2013, through Act 20, Wisconsin Statute 115.28(59) was allocated \$1.1 million dollars of General Purpose Revenue (GPR) for 2014-15 in a new continuing appropriation by the legislature for implementing academic and career planning statewide.
- ✓ Require DPI to ensure that, beginning in 2017-18, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.
- ✓ Require DPI to procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.
- ✓ Require DPI to provide guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement model academic and career plans, including training and technical assistance that is necessary to implement the information technology provided for this purpose.
- ✓ Require DPI promulgate rules to implement these provisions. [Act 20 Sections: 230 and 1737]”
  
- ✓ Education for Employment was established in 1985 in response to the growing concern over the number of youth who failed to make a successful transition from school to postsecondary endeavors. s. 121.02 (1)(m), Wis. Stats., states that every school board shall provide access to an Education for Employment program. Chapter PI 26, the administrative rule for this program, was revised and became effective on July 1, 2004. On June 30, 2013, Wisconsin Statute 115.28(59) was signed to require implementation of academic and career planning (ACP) statewide beginning in 2017-18 for pupils enrolled in grades 6 to 12 in a school district. It was determined that rather than creating a new rule addressing ACP, the current PI26 would be updated and revised to include the required ACP components.
- ✓ The ACP administrative rule was published on November 30, 2015. See Legislative Council for history on this rule.
- ✓ Primary changes to PI 26 included the following:
  - ✓ Added ACP services to students in grades 6-12 beginning in Fall 2017
  - ✓ Development of a long-range plan with school district staff and community stakeholders
  - ✓ Publishing the plan on the school district’s website
  - ✓ Reviewing the plan yearly

# 4 STAGES TO SUCCESSFUL ACADEMIC AND CAREER PLANNING

## 1. KNOW

Who am I? Get to know your interests, skills, and strengths.

## 4. GO!

Recalculate as needed.

## 2. EXPLORE

Where do I want to go? Explore career pathways and education opportunities.

## 3. PLAN

How do I get there? Set your route! Set goals, choose courses, join clubs and activities, obtain financing, fill out applications, write resumes.

Wisconsin Department of Public Instruction (2016)



# THE ACP MODEL

Know-Explore-Plan-Go aligns Wisconsin E4E & ACP required components with research-based recommendations for incorporating career development throughout K12 for self-exploration, career exploration, and career planning and management.

## **Self awareness (Know)**

- Periodic self-assessment of interests and strengths
- Reflection and goal-setting
- Financial knowledge & understanding of resources
- Academic courses & skill preparation
- Behavioral & employability skill preparation

## **Career exploration (Explore)**

- Middle school career exploration activities and opportunities
- High school career exploration activities and opportunities
- World of work and labor market needs
- Understanding and comparing different postsecondary education & training

## **Career planning (Plan)**

- Planning skills
- The Middle School plan
- The High School plan

## **Career management (Go)**

- Executing the plan
- Updating the plan with new information & artifacts
- Conferencing & mentoring
- Transitioning ACP components

Wisconsin Department of Public Instruction (2016)

# REFLECTIVE QUESTIONS FOR STUDENTS

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

<p><b>KNOW</b> Who Am I?</p>	<ul style="list-style-type: none"> <li>✓ What interests me?</li> <li>✓ What are my strongest skills?</li> <li>✓ What academic, career, and/or life skills would I like to develop before I graduate?</li> </ul>
<p><b>EXPLORE</b> What Do I Want To Do?</p>	<ul style="list-style-type: none"> <li>✓ What are the Career Clusters that I am most interested in and why?</li> <li>✓ What type of degree or certificate do I need to support my goals?</li> <li>✓ Will this career choice support what I want for my financial future?</li> <li>✓ Which courses can I take to explore my interests?</li> </ul>
<p><b>PLAN</b> How Do I Get There?</p>	<ul style="list-style-type: none"> <li>✓ What schools offer a related degree/major?</li> <li>✓ What will I need to provide a competitive admissions application for the schools/majors I might be interested in?               <ul style="list-style-type: none"> <li>➤ For example: What level of math must I complete? What ACT scores are required for admissions?</li> </ul> </li> <li>✓ In what areas will I pursue more rigorous coursework to support my strengths and/or areas of interest?</li> <li>✓ How much do I anticipate that my post-secondary education might cost?</li> <li>✓ Will I qualify for Financial Aid and Scholarships?</li> </ul>
<p><b>GO!</b></p>	<ul style="list-style-type: none"> <li>✓ Students are an active participant in their Academic &amp; Career Planning Process. Students are encouraged to reflect often on their choices and update their plans, sometimes more than yearly. This will include:               <ul style="list-style-type: none"> <li>➤ Reviewing, adapting, or modifying course selections and personal goals</li> <li>➤ Conferencing with counselors and/or parents</li> </ul> </li> </ul>

Wisconsin Department of Public Instruction (2016)

# ALMOND-BANCROFT ACP PROCESS

We will be using an “Advisory Period” model for our ACP process. The Advisory Period will be during Home Room each morning. During ACP meeting times, all middle school and high school students will meet with their advisor to complete the current ACP task.

Students will be using Career Cruising to complete the majority of the ACP tasks and to keep (and maintain) their portfolio. All staff advisors have access to Career Cruising, which allows them to review student tasks and portfolios.

Career Cruising is a career exploration and planning tool used to explore career and college options and develop a career plan. Students will be able to access Career Cruising both at school and at home.

Features:

Assessments, career profiles, multimedia interviews, college information, financial aid information, employment guide, “My Plan” (portfolio), and resume builder.

## Examples of ACP Activities by Grade Level

6 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Learning Styles Inventory</li><li>✓ Hobbies &amp; Interests</li><li>✓ Extracurricular Activities</li></ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Career Clusters</li><li>✓ School Subjects &amp; Careers</li><li>✓ Careers that Interest Me</li><li>✓ Using School Subjects in the Workplace</li></ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Careers Selector</li><li>✓ Learning Styles Inventory</li><li>✓ Career Preparation &amp; Planning</li><li>✓ Using My Skills</li><li>✓ College Research Exercise</li></ul>

# ALMOND-BANCROFT ACP PROCESS (CONT.)

## Examples of ACP Activities by Grade Level

9 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Career Clusters</li><li>✓ College Planning Timeline</li><li>✓ Short/Long Term Goals</li><li>✓ Volunteer &amp; Work Experiences</li><li>✓ Comparing Careers</li><li>✓ High School Education Plan</li></ul>
10 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Career Selector</li><li>✓ Career Clusters</li><li>✓ Cross-Curricular Game</li><li>✓ Learning Styles Inventory</li><li>✓ Discover Work Skills</li><li>✓ College Planning Timeline</li><li>✓ College Research Exercise</li><li>✓ High School Education Plan</li></ul>
11 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Schools that Interest Me/Career Ideas</li><li>✓ School Selector</li><li>✓ Career Preparation &amp; Planning</li><li>✓ Resume Builder</li><li>✓ College Planning Timeline</li><li>✓ Finding the Right College</li><li>✓ Hobbies, Interests, Activities, and Experiences</li><li>✓ Course Planner</li></ul>
12 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>✓ Career Matchmaker, My Skills</li><li>✓ Comparing Careers</li><li>✓ Career Selector</li><li>✓ Schools that Interest Me</li><li>✓ Finding the Right College</li><li>✓ Scholarships and Financial Aid</li><li>✓ Resume Builder</li></ul>

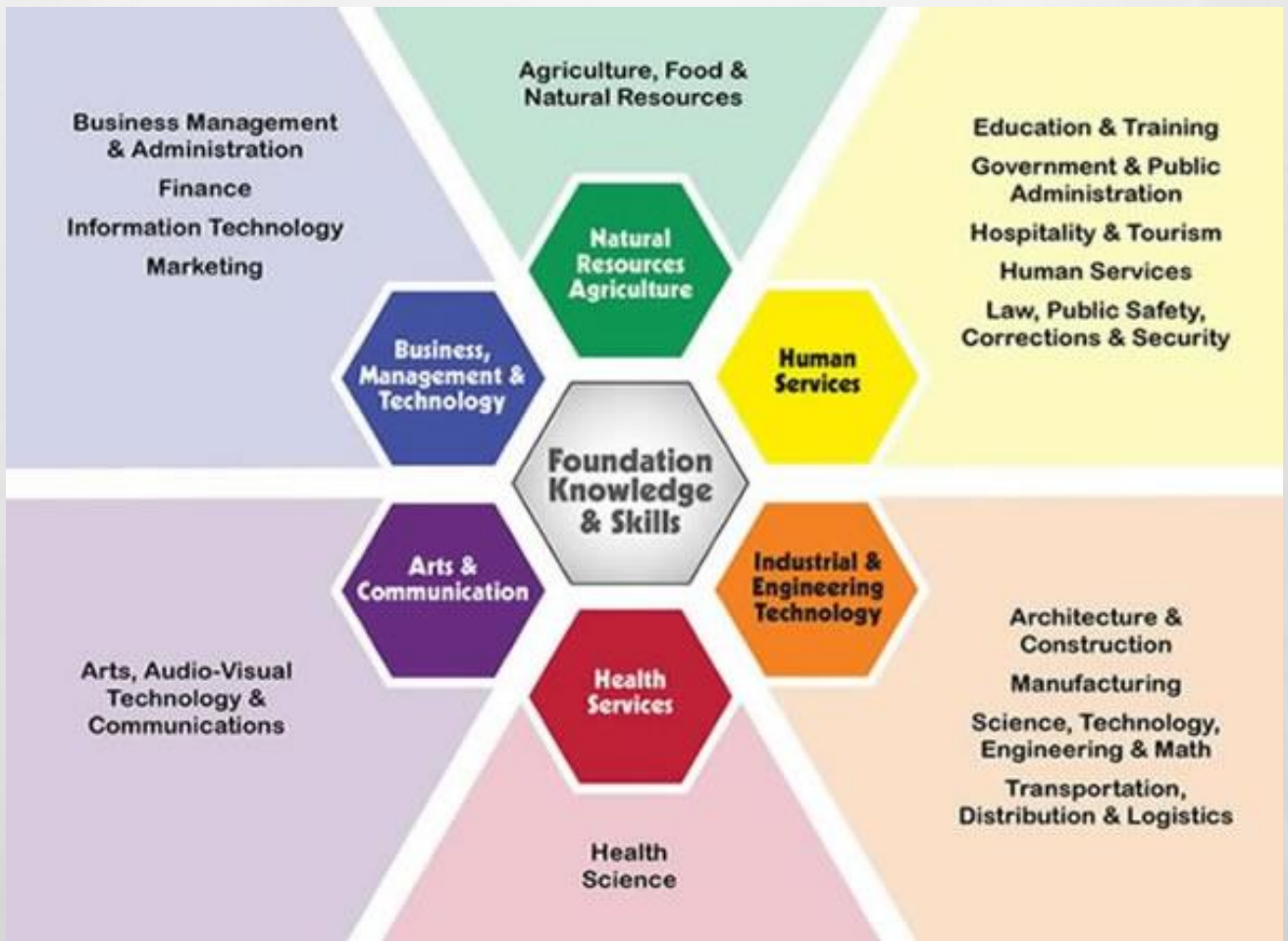
# CAREER CLUSTER FRAMEWORK

**Career Clusters** are broad occupational groupings that serve as an organizing tool, categorizing common knowledge and skill sets for secondary and post-secondary education.

Career Clusters use 16 broad groups of occupations and 79 pathways (sub-groups).

As a tool, Career Clusters:

- blend rigorous academic/technical preparation
- provide for career development
- offer options for students to experience all aspects of a business or industry
- facilitate/assist students and educators with ongoing transitions





# SIXTEEN CAREER CLUSTERS

 <p><b>A</b>griculture, Food &amp; Natural Resources</p>	<p>This Career Cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.</p>
 <p><b>A</b>rchitecture &amp; Construction</p>	<p>This Career Cluster prepares learners for careers in designing, planning, managing, building, and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.</p>
 <p><b>A</b>rts, A/V Technology &amp; Communications</p>	<p>Individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. Careers include designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
 <p><b>B</b>usiness Management &amp; Administration</p>	<p>The Business Management and Administration Cluster prepares learners for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.</p>
 <p><b>E</b>ducation &amp; Training</p>	<p>This Career Cluster prepares learners for careers in planning, managing, and providing education training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.</p>
 <p><b>F</b>inance</p>	<p>The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance, and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.</p>
 <p><b>G</b>overnment &amp; Public Administration</p>	<p>This Career Cluster prepares learners for careers in planning and executing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</p>
 <p><b>H</b>ealth Science</p>	<p>The Health Science Career Cluster connects individuals to a large variety of health care areas that are characterized by diversity and changing technologies. This area allows students to investigate and observe a large variety of health care areas. Health Science includes planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>

# SIXTEEN CAREER CLUSTERS (CONT.)

 <p><b>H</b>ospitality &amp; Tourism</p>	<p>The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services. Hospitality operations are located in communities throughout the world.</p>
 <p><b>H</b>uman Services</p>	<p>This Career Cluster prepares individuals for employment in career pathways related to families and human needs. This includes preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer care.</p>
 <p><b>I</b>nformation Technology</p>	<p>The Information Technology Cluster involves the design, development, support, and management of hardware, software, multimedia, and systems integration services. In addition to careers in the IT industry, IT careers are available in every sector of the economy. Anyone preparing for an IT career should have a solid grounding in math and science.</p>
 <p><b>L</b>aw, Public Safety, Corrections &amp; Security</p>	<p>The Law, Public Safety, Corrections, and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
 <p><b>M</b>anufacturing</p>	<p>The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
 <p><b>M</b>arketing</p>	<p>This Career Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives. These include areas such as brand management, professional sales, merchandising, marketing communications, and market research.</p>
 <p><b>S</b>cience, Technology, Engineering &amp; Mathematics</p>	<p>This Career Cluster prepares learners for careers in preparing, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
 <p><b>T</b>ransportation, Distribution &amp; Logistics</p>	<p>This Career Cluster exposes student to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.</p>

# GRADUATION REQUIREMENTS

<b>English 4.0 Credits</b>	9 <sup>th</sup> Grade	English 9 (1.0 cr)
	10 <sup>th</sup> Grade	English 10 (1.0 cr)
	11 <sup>th</sup> Grade	On Demand Writing and Literacy (0.5 cr)
	11 <sup>th</sup> and/or 12 <sup>th</sup> Grade	1.0 credit from the following (each 0.5 cr) Classic Lit, Contemporary Lit, Dystopian Lit, Dramatic Lit, Gothic Lit, Greek/Norse Mythology, and World Mythology
	No year designation	Oral Communications
	Optional 12 <sup>th</sup> Grade	AP English Literature
	Optional 9 <sup>th</sup> -12 <sup>th</sup> Grade	Understanding and Analyzing Media, Multi-Genre Writing
<b>Social Studies 3.0 Credits</b>	9 <sup>th</sup> Grade	Civics (0.5 cr)
	11 <sup>th</sup> or 12 <sup>th</sup> Grade	US History (1.0 cr) and/or AP US History (1.0 cr)
	11 <sup>th</sup> or 12 <sup>th</sup> Grade	Global Studies (0.5 cr)
	No year designation	1 credit from the following (each 0.5 cr) Psychology, Ancient World History, Modern World History, Economics, and Law & Order
<b>Science 3.0 Credits</b>	9 <sup>th</sup> or 10 <sup>th</sup> grade	Biology (1.0 cr)
	No year designation	2 credits from the following (1.0 credit) - Physical Science, Chemistry, Advanced Chemistry, Anatomy & Physiology, Physics, Food Science (0.5 credit) - Medical Terminology, Basic Anatomy
<b>Math 3.0 Credits</b>	Complete 3.0 credits from the following (each 1.0 cr) Pe-Algebra, Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus, Tech Math, Trades Math, Probability and Statistics	
<b>Personal Finance 0.5 Credits</b>	11 <sup>th</sup> grade	Personal Finance (0.5 cr)
<b>Physical Education 1.5 Credits</b>	1.5 credits from the following (each 0.5 cr): Lifetime Activities, Strength & Conditioning, Team Sports	
<b>Health 0.5 Credits</b>	9 <sup>th</sup> Grade	Health (0.5 cr)
<b>Elective Credits 8.5 Credits</b>	Need an additional 8.5 credits to reach the minimum 24 credits needed to graduate.	
<b>Total Credits</b>	<b>24 Credits</b>	



# GUIDELINES FOR COURSE SELECTION

The school strives to provide a relevant slate of courses for students and will attempt to schedule students into the courses they request. Use the information in this guide to help you make the best choice of courses for next year. As you choose your classes for next year, consider your plans after high school. Take classes that prepare you for a two-year technical college, four-year college, military career and/or the world of work. Keep in mind the following expectations.

1. Make sure that you are meeting graduation requirements. **It is your responsibility to review your credit standing and to make sure you repeat any failed courses.**

2. Students are expected to take at least seven periods of classes each semester and are allowed only one study hall per semester.

3. **If a student fails second semester of a two semester class, they will need to retake both 1<sup>st</sup> & 2<sup>nd</sup> semester. If a student fails only 1<sup>st</sup> semester, the student will only need to retake 1<sup>st</sup> semester. Students may also retake the semester they failed in summer school.**

4. Students wishing to drop out of a yearlong course at semester must have administrator approval.

5. **All schedules will be set by the end of the previous school year that the anticipated schedule will take place. All schedule changes must be made before the course begins and must approved by both the teacher and school counselor.**

***\*Any schedule changes after the first two weeks of a semester will result in a grade of 'F' for the dropped course.***

6. To graduate, a student must have successfully completed all required courses and have accumulated 24 credits. Students who enroll in ABHS as Freshmen or Sophomores will be expected to meet all ABHS graduation requirements. Students who enroll as Juniors or Seniors may substitute department credits for specific courses. Students enrolled in college courses receive 1/4 HS credit for each college credit.

## GRADE CLASSIFICATIONS

Students will be classified by grade according to their years in attendance and credits earned at the high school level.

Grade 9	1 <sup>st</sup> year	(0-6 credits minimum)
Grade 10	2 <sup>nd</sup> year	(7-12 credits minimum)
Grade 11	3 <sup>rd</sup> year	(13-18 credits minimum)
Grade 12	4 <sup>th</sup> year	(19-24 credits minimum)

# NON-DISCRIMINATION POLICY

The Almond-Bancroft School District does not discriminate and prohibits harassment on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Course assignments are not made based on any purposeful discrimination. Individuals who desire to have documents translated for them or want to inquire about discrimination/harassment practices, policies or file a complaint should contact either the school Principal or the District Administrator.

The district encourages informal resolution of complaints under this policy. If any person believes that the Almond-Bancroft School District or any part of the school organization has failed to follow the law and rules of s. 118.13, Wis. Stats., or in some way discriminates against pupils on the basis listed above, he/she may bring or send a complaint to the administration office at the following address:  
Almond-Bancroft School District, 1336 Elm St., Almond, WI 54909

Any complaint regarding the interpretation or application of the districts' student nondiscrimination policy shall be processed in accordance with the following grievance procedures:

- A. Any student, parent/guardian, or resident of the district complaining of discrimination on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability in school programs or activities shall report the complaint in writing to the Principal.
- B. The building Principal, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The District Administrator will review with the Principal, or other appropriate persons, the facts comprising the alleged discrimination. Within 15 days after receiving the complaint, the District Administrator shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievant.
- C. If the grievant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called. The board shall make its decision in writing within 15 days after the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the District Administrator.
- D. If the grievant is dissatisfied with the Board's decision, he/she may appeal the decision in writing within 30 days to the State Superintendent of Public Instruction.
- E. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a child with exceptional need(s) shall be processed in accordance with the established appeal procedures outlined in the district's special education handbook.
- F. Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Discrimination complaints shall be filed in accordance with established complaint procedures.



# AGRICULTURE

## GRADUATION REQUIREMENTS: NONE

### ANIMAL SCIENCE 1 AND 2

Credit: .5

Length: Semester

Required: No

Prereq: None

This course will focus on large production animals such as beef, sheep, swine, and equine science. Animal nutrition, meats, body systems of animals, and animal welfare are also important topics in class. Dissection is also a part of this class. You will also have the opportunity to hatch chicks, learn sutures, and work with live animals. Participating in FFA activities and using skills learned in class make this a fun, hands-on approach to learning about animal science. It is a great class to take if you are planning on going into any field dealing with animals.

### ENVIRONMENTAL SCIENCE 1 AND 2

Credit: .5

Length: Semester

Required: No

Prereq: None

This course is designed as a component of one of the pathways in the environmental systems pathway. The course delves into the environment, natural resources, ecosystems, soils, land use, chemicals in the environment, and water and air quality. After completing the course, the student should be aware of issues in our society relating to environmental concerns as well as land use and waste management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

### PLANT SCIENCE 1 AND 2

Credit: .5

Length: Semester

Required: No

Prereq: None

This course is designed as an introduction for the horticulture-plant science pathway program of study. The course introduces the major concepts of plant and horticulture science including plant breeding techniques, plant propagation, growing plants with hydroponics, genetics, soil, and careers. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

# ART

## GRADUATION REQUIREMENTS: NONE

### INTRODUCTION TO ART

Credit: .5

Length: Semester

Required: No

Prereq: None

An introduction to a wide variety of art making techniques and mediums. We will dive deep into the Elements and Principals of Art and Design. Many assignments will be tailored to allow you to explore your interests through art. In class we will discuss artwork, current and historic. We will also critique, or talk about, your finished work. Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement.

### DRAWING

Credit: .5

Length: Semester

Required: No

Prereq: None

An exploration of topics that focus on your interests through two dimensions, with an emphasis on drawing. We will use a variety of materials including pencil, charcoal, printmaking, colored pencil, and mixed media. In class we will discuss artwork, current and historic. 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. Several times over the semester you will be asked to write about your work and the work of others.

### PAINTING

Credit: .5

Length: Semester

Required: No

Prereq: None

An exploration of topics that focus on your interests through two dimensions, with an emphasis on painting. We will use a variety of materials including pencil, watercolor, acrylic, mixed media, and oil. In class we will discuss artwork, current and historic. 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. Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement.

### ADVANCED ART

Credit: .5

Length: Semester

Required: No

Prereq: None

An exploration of topics that focus on your interests through two or three dimensions. We will use a variety of materials including pencil, charcoal, watercolor, acrylic, mixed media, and oil. In class you will work on developing an art portfolio and will discuss artwork, current and historic. 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. Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement.

### CERAMICS

Credit: .5

Length: Semester

Required: No

Prereq: None

In this course you will have a chance to explore clay. We will use a variety of techniques, including pinch, coil, slab, molds, and throwing on the potter's wheel. In class we will discuss artwork, current and historic. 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. Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement.

# DRIVERS EDUCATION

## GRADUATION REQUIREMENTS: NONE

### DRIVERS EDUCATION

Credit: None

Required: No

Prereq: 15 1/2 years of age

**Drivers' Ed classes are not offered during the school day.** The purpose of driver education is to improve driver and traffic safety. The course provides information needed to obtain a learner's permit, preparation for behind-the-wheel training, and to get a driver's license. Topics include basic car control, perceptual skills, driver impairments, the vehicle code, and skills for emergency situation. This class is only available during the summer. These classes are mandatory, and students may be dropped if they do not attend.

**\*Priority is determined by birth date (older students will have priority to register for this course)\***

### BEHIND-THE-WHEEL

Credit: None

Length: 6 hours

Required: No

Prereq: 15 1/2 years of age, parent permission, & complete DMV requirements for an instructional permit.

During the six hours of behind-the-wheel training, scheduled by age and after the student gets an instructional permit, students will practice the skills needed to drive a car safely. Students who successfully complete this phase of the training will be issued a certificate of completion which they must submit at a DMV office prior to taking the behind-the-wheel test for their driver's license.

**A \$325 fee is required (amount of fee subject to change). The fee must be paid before the first class or student will be dropped from class. Time behind the wheel is arranged with the instructor before and after school and possible Saturdays. Depending on the instructor, students may be pulled out during their study halls to do their behind-the-wheel driving or observation. Behind-the-wheel training may be completed before taking the "Drivers Education" course.**

**When a student is ready to enroll in Drivers Education/Behind-the-Wheel they should:**

1. Be at least 15 1/2 years old
2. Pay the \$325\* fee to the Almond-Bancroft School District (payment may be dropped off in Main Office)
3. Receive study materials to take the knowledge exam required to receive their Instruction Permit (temps)
4. Receive temps (must go to the DMV to receive instruction permit/temps)
5. Begin Behind-the-Wheel (The instructor will schedule driving time with the student)
6. Enroll in the Drivers Education course during the summer (priority determined by birth date)

**\*Fee may change at any time per the DMV current rates.**

# FAMILY & CONSUMER SCIENCE

## GRADUATION REQUIREMENTS: .5 CREDIT PERSONAL FINANCE

### CHEF ON THE RUN

Credit: .5

Length: Semester

Required: No

Prereq: None

This course is designed for students interested in the preparation and serving of foods that are quick and easy to prepare. Many of the dishes include convenience food products. Short-cut cooking methods and skills are emphasized. Money-saving techniques are taught and used to plan dishes. Throughout the course, students will use the microwave, blender, griddle, and stovetop to emphasize quick cooking. This course is great for any student, whether going to college, becoming independent or desiring to eat well, but doesn't have a lot of time to spend in the kitchen. All students will compile an electronic recipe file of all the recipes from the course for personal use.

### CHILD DEVELOPMENT

Credit: .5

Length: Semester

Required: No

Prereq: None

Learn more about children and how to work with children! This class will focus on how to meet a child's needs in each stage of development. Physical, intellectual, and social-emotional development from birth through the school-age years is emphasized. Students will do frequent observations, projections and projects in order to understand and promote growth in children. Grades will be based on class participation, projects, activities, and observations.

### COLLEGE & CAREER SUCCESS

Credit: 0.5

Length: Semester

Required: No

Prereq: JR/SR Status

Before you can succeed in college, you need to become active and responsible partners in your own education. Through course activities, you will learn to accept self-responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, adopt life-long learning and critical thinking skills, and develop emotional intelligence. You will also learn about effective study strategies, learning styles, stress control and money management.

**Students that would like to enroll in Work Options must first earn a C or better in this course or "Lifesmarts."**

### FOOD, FUN, & FITNESS

Credit: .5

Length: Semester

Required: No

Prereq: None

Learn more about the interaction of food and fitness for overall health and wellness! In the course students will learn basic food selection and preparation techniques, the importance of nutritional health, low-fat cooking, safety and sanitation procedures, the dietary guidelines, and consumerism related to healthful food selection at home and when dining out. Students will develop nutrition and fitness habits to make wise decisions regarding health and the prevention of disease. Athletes will be able to use the information learned in the course to design meal plans, which could improve their performance. Student research projects, food labs, and a variety of hands-on activities will be used in this course to help students gain an understanding of planning and preparing nutritious meals.



# FAMILY & CONSUMER SCIENCE (CONT.)

## GRADUATION REQUIREMENTS: NONE

### FOOD SCIENCE

Credit: 1.0

Length: Year

Required: No

Prereq: Physical Science and Biology

Turn sugar and water into syrup? Or a caramel? Or how about taffy? Food Science uses everyday food practices to more easily explain fundamental science concepts. Through experiments with yeast, heat, liquid, etc., students experience hands-on activities to more easily understand science, technology and nutrition. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. Foremost this is a science course; food labs will only be used to reinforce learning specific science concepts. This class is recommended for all students in order to build science proficiencies in chemistry, physics and biology. This course will assist students in making science relevant to the "real" world.

### INTERPERSONAL RELATIONSHIPS

Credit: .5

Length: Semester

Required: No

Prereq: None

The study of communications skills and character development necessary for adulthood. This class will help students gain a better understanding of their communication style and how it may differ from others. Skills of focus include listening and feedback, conflict resolution, speech and language, and non-verbal body language. We will be relating these skills to effectively navigate relationships in the following areas: family systems, friendships, dating and long-term committed relationships, and professional relationships.

### LIFESMARTS: PREPARING FOR LIFE ON YOUR OWN

Credit: .5

Length: Semester

Required: No

Prereq: JR/SR Status

This course is designed for students who have had few or no family and consumer classes and would like to gain some personal skills before graduation. The course covers basic food preparation and meal planning, money management and housing skills, and information about selecting insurance and transportation. Civic responsibilities and relationships will also be explored. A main project of the course is to develop a folder of information that you can take.

**Students wishing to enroll in Work Options must first earn a C or better in this course or "College & Career Success."**

### PERSONAL FINANCE

Credit: 0.5

Length: Semester

Required: Yes

Prereq: Junior standing

Money is something that we all deal with every day without giving it too much thought. But as you get older and begin working and having financial responsibilities it can seem quite overwhelming – Personal Finance is designed to give students an understanding of important financial issues that affect an individual's daily life and future success. This course will cover career and educational options, paychecks, paying and filing taxes, opening and using checking and savings accounts, goal setting, budgeting, how to manage credit successfully, identity theft prevention, preparing for the future with investments, and how to protect those investments with insurance.



# **FAMILY & CONSUMER SCIENCE (CONT.)**

## **GRADUATION REQUIREMENTS: PERSONAL FINANCE**

### **PROFESSIONAL COOKING**

Credit: 0.5

Length: Semester

Required : No

Prereq: Chef on the Run

Sharpen your cooking skills and impress friends and family at home while preparing gourmet and specialty foods. In this class, you'll have a chance to put your creative energy to work while preparing fancy desserts, breads, and main dishes. Design and decorate a birthday or special occasion cake. Different types and styles of food service will be explored throughout the semester. Grades are based on class and lab participation, assignments, and quizzes.

# HEALTH

## GRADUATION REQUIREMENTS: HEALTH

### HEALTH

Credit: .5

Length: Semester

Required: Yes

Prereq: None

This interactive course provides students with knowledge and understanding of the different aspects of health. Such topics include mental, social, and emotional health as well as an in depth look at nutrition and drug abuse. Information is presented through lecture, discussion, reading, Internet research, videos, and demonstrations. Assignments, tests, quizzes, and teamwork will be assessed to determine grades.

# LANGUAGE ARTS/READING

## GRADUATION REQUIREMENTS: ENGLISH 9, ENGLISH 10, ON DEMAND WRITING AND LITERACY, ORAL COMMUNICATIONS, AND TWO LITERATURE CLASSES.

### ENGLISH 9

Credit: 1.0

Length: Year

Required: Yes

Prereq: Freshman Status

A survey of literature and writing. Literature studies will include modern and classical works in the form of novels, short stories, and poems. A Shakespeare play will also be studied. The class will focus on themes, literary devices, bias and reader manipulation, and historical/social context in relation to the works read. The writing section of the class will examine and create various forms of writing including, but not limited to, personal narrative, evaluative, informative, argumentative, and persuasive. The class will focus on the proper format, voice, and audience for each type of writing. Conventions including vocabulary, grammar, and punctuation, will be stressed.

### ENGLISH 10

Credit: 1.0

Length: Year

Required: Yes

Prereq: English 9

A survey of American literature and writing. Literature studies will include modern and classical works in the form of novels, short stories, and poems. The class will focus on themes, literary devices, bias and reader manipulation, and historical/social context in relation to the works read. The writing section of the class will focus on students' writing skills and develop their ability to compose different types of nonfiction, scholarly, and formal writing for a range of purposes and audiences. Students will explore and practice persuasive, research, analytical, and expository styles as they write paragraphs, essays, letters, applications, formal documented papers, and technical reports.

### CLASSIC LITERATURE

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

This course is a survey and analysis of foundational classic literary fiction and its authors, including study of the schools of literary criticism. Authors studied will include masters of the literary novel and the literary short story form who have contributed important work to the literary canon.

### CLASSIC MYTHOLOGY (LITERATURE)

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

A survey of Greek, Roman, and Norse stories about heroes, gods, and the universe. Many of the stories are studied using various versions, examining how writing style affects the impact and meaning of the work. The class will explore the historical/social context of the stories, and students will also determine cultural norms and/or beliefs that are revealed through the stories. The class also follows the breakdown of the myths in terms of contradicting stories and in view of exploration and the influx of new ideas.

# LANGUAGE ARTS/READING (CONT.)

## CONTEMPORARY LITERATURE

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

Contemporary Literature will focus on literature written during the 21st century. The literature will span a variety of genres from poetry, short stories, memoirs, plays, and novels. Students will focus on issues, assumptions, and values within the selected works to better understand the world around them. Students will use literary theory to write analytical essays and speeches. A heavy focus on reading, writing, speaking, and listening will be vital for this course. Students will need to discuss current events, issues, and topics discussed in the literature in a civilized and respectful manner.

## DRAMATIC LITERATURE

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

A survey of a variety of one-act and multi-act plays by variety of playwrights and a variety of time periods. Plays will be explored through a combination of individual reading (leading to small and large group discussion), and in-class reading aloud with students being assigned specific parts. We will explore and discuss themes, literary style, dramatic genre, and historical/social context for each play, as well as ways in which playwrights create a credible voice.

## DYSTOPIAN LITERATURE

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

The quest for a perfect society has always existed. However, literature has demonstrated the dangers of a forced utopia, which devolves into a dystopia. This course will delve into a wide variety of dystopian works from various periods of history. Students will examine events that have influenced authors as well as the influence those authors have had on society. Comparisons to modern society will accompany literary analysis of this genre.

## GOTHIC LITERATURE

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

# LANGUAGE ARTS/READING (CONT.)

## **MULTI-GENRE WRITING**

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

Designed as a creative writing course, students will create original forms of descriptive writing, poetry, drama, and fiction. Vocabulary development, creative writing techniques and other writing skills will be explored. Students will be expected to compose their writings using a form of word-processing and can expect to present their writing in both written and oral forms. Over the semester, students will develop a tangible portfolio displaying their work based on theme and writing development.

## **ON DEMAND WRITING and LITERACY (ACT PREP)**

Credit: 0.5

Length: Semester

Required: Yes

Prereq: Junior Status (fall semester)

This class focuses on writing without extensive planning or revising. Both informative and argumentative writing will be studied and practiced. Students will use prompts and reflective questions to quickly plan, write, and minimally edit both essays and extended paragraphs. One aspect of this process will be accurately reading a prompt and identifying key terminology to use as a basis for formulating an answer. Creating focused thesis statements, identifying appropriate and logical supports, developing solid introductions and conclusions, and using believable voice will all be taught and practiced. There will be a strong focus on conventions. Writings would be timed and directed at specific audiences. In addition, students will quickly read various source material and use that material to formulate arguments.

## **ORAL COMMUNICATIONS**

Credit: 0.5

Length: Semester

Required: Yes

Prereq: None

A survey of speech formats including, but not limited to, demonstration speeches, informative speeches, and oratory. The class uses a comprehensive approach to speech communication that includes training in the fundamental principles of public speaking and the effective delivery of oral presentations. For research-based speaking, students will learn to evaluate sources for relevancy, authority, and bias. Using an authentic voice that is appropriate for the given audience as well as properly using screens or other visual aids will also be stressed. Students will not only give a variety of speeches; they will also learn and practice effective listening skills and evaluation skills.



# LANGUAGE ARTS/READING (CONT.)

## **UNDERSTANDING AND ANALYZING MEDIA**

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

This course will trace the development, survey the literature, and explore the impact of media--whether traditional, interactive, social or mobile--examining conceptual, theoretical, and practical aspects of today's global media environment. The course will also review the factors that have shaped the nature of contemporary media, including their content, uses, functions, and audiences. Understanding Media provides students with a broad understanding of the social and psychological impact of mediated communication and empowers students to think originally and critically about how media technologies evolve, function, advance, and shape society, industry, and professional practices

## **WORLD MYTHOLOGY (LITERATURE)**

Credit: 0.5

Length: Semester

Required: No

Prereq: Jr/Sr Status

A survey of Egyptian, Chinese, East Indian, and Aztec stories about heroes, gods, and the universe. The class will explore the historical/social context of the stories, and students will determine cultural norms and/or beliefs that are revealed through the stories. In addition, story similarities among the various cultures are examined and compared. The ideas of reincarnation and/or life in the underworld as well as the preparations made for the afterlife are also a focus.

## **AP ENGLISH LITERATURE**

Credit: 1.0

Length: Year

Required: No

Prereq: Senior status & Instructor approval

This is a college-level course. The AP English course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

# LIBRARY & MEDIA

## GRADUATION REQUIREMENTS: NONE

### LMC AIDE

Credit: 0.5

Length: One Semester

Required: No

Prereq: Signed consent form of the instructor

LMC Aides who are scheduled for this course during elementary class times will mainly have jobs that consist of helping elementary students find their books, read with them, and clean up after them. Aides who are scheduled during non-elementary times will mainly check in library books, put the books back on the shelves, organize specific library shelves, and clean up portions of the library. Creative projects will come up from time-to-time. Plus, there will be an inquiry assignment geared towards completing research on topics such as: 1) How to make the district better for future students 2) Creating ways to improve the library 3) Following a passion. All LMC Aides are expected to leave their phones in their lockers (or place phone/device in a specified location), conduct themselves in a professional manner, and expect to keep the library running.

### HS Media: TV Sitcom Production

Credit: 0.5

Length: Semester

Required: No

Prerequisite: None

Netflix and Hulu might knock on your door after you take this class! TV Sitcom Production is a class for students interested in writing a TV show. The class begins with the study of classic television sitcoms such as I love Lucy, M\*A\*S\*H, All in the Family, and more. After learning how to break down characters and storylines, it's time to come up with our own ideas and write sitcoms based on characters we create and the storylines(s) we put the characters into. We'll rite scripts using basic script elements, and we'll have a great time acting out the scripts through roundtable reads. If there's time, we'll film and produce one or more TV sitcoms and share them with the community. Who is up to get the experience of making your own TV show?

# MATHEMATICS

## GRADUATION REQUIREMENTS: 3.0 CREDITS

An understanding of mathematical concepts and the ability to manipulate numbers is important in most careers. Most academic colleges and many technical college programs require some background in algebra. The applied math sequence emphasizes the application of mathematics in vocational and personal situations, including vocational and science classes. Three years of math, in any combination of courses, are required for high school graduation.

In most math classes, new concepts are introduced regularly, often through lecture/discussion; some class time is spent on a daily assignment and regular homework is assigned. Course grades are usually determined through a combination of daily assignment, quiz, and test scores.

### **Math Progression Information**

Standard math progression policy: *Students cannot advance in math until they have completed the entire year of its prerequisite.*

### **Failing a required course**

A student fails 1<sup>st</sup> semester of a required course

-Based on teacher recommendation and parent input, the student will either stay in the course for 2<sup>nd</sup> semester or drop out at semester

-If the student stays in the course and passes 2<sup>nd</sup> semester, they must either take summer school to make up 1<sup>st</sup> semester or they will retake the entire course over again if the course is a prerequisite to another required course. If it is the third required course and the student does not plan to advance, then they will just retake 1<sup>st</sup> semester the following year.

-If a student stays in the course and fails 2<sup>nd</sup> semester, they will retake the entire course the following year.

-If the student drops the course at semester, they will retake the entire course the following year.

A student fails only 2<sup>nd</sup> semester of a required course

-They must either make up second semester during summer school or retake the entire course the following year. Students cannot advance in math until they have completed the entire year of its prerequisite.

-Students may not take only 2<sup>nd</sup> semester of a course, so even if the course is their third required course and they do not plan on advancing, they must still make up second semester during summer school or retake the entire course the following year.

# MATHEMATICS (CONT.)

## GRADUATION REQUIREMENTS: 3.0 CREDITS

### PRE-ALGEBRA

Credit: 1.0

Length: Year

Required: No

Prereq: Math 8

This course will prepare students for Algebra I. Pre-algebra will review basic math concepts regarding number sense, the rules regarding math operations, and the order of implementation. Students will practice concepts taught in previous math courses, but at higher levels and in ways that will broaden their skills.

### ALGEBRA 1

Credit: 1.0

Length: Year

Required: Yes

Prereq: Math 8 or Pre-Algebra

This course includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

### GEOMETRY

Credit: 1.0

Length: Year

Required: Yes

Prereq: Algebra 1

Geometry is the study of points, lines, planes, and space. This material is used to develop logical ways of solving not only problems we know about today, but also to give us methods for solving the unknown problems of the future. Plane and space geometry explore the ideas of equality, inequality, congruence, and similarity. This course is suggested for college entrance and is helpful in many technical school programs.

### ALGEBRA 2

Credit: 1.0

Length: Year

Required: No

Prereq: Geometry

The topics in this course include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### PROBABILITY & STATISTICS

Credit: 1.0

Length: Year

Required: No

Prereq: Algebra 2

This course introduces students to the basics of statistical testing. Students learn to organize, display, and analyze data and to explore the elements of probability.



# MATHEMATICS (CONT.)

## GRADUATION REQUIREMENTS: 3.0 CREDITS

### PRE-CALCULUS

Credit: 1.0

Length: Year

Required: No

Prereq: Algebra 2

This course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

### CALCULUS

Credit: 1.0

Length: Year

Required: No

Prereq: Pre-Calculus

This course includes the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

### TECH MATH

Credit: 1.0

Length: Year

Required: No

Prereq: instructor approval

This course is designed to develop and review mathematical concepts that are pertinent to the areas of: 1) arithmetic and algebra; 2) geometry and trigonometry; and 3) probability and statistics. Emphasis is placed on problem solving, critical thinking, logical reasoning, and using calculators.

### TRADE SKILLS MATH

Credit: 1.0

Length: Year

Required: No

Prereq: JR/SR Status

This course is designed for those students who may go onto to a Technical School or for those desiring a knowledge of math and how it relates to manufacturing skills. This course will focus on challenging problems that motivate students to acquire skills--skills that will in turn open the door to new insights into the world of mathematics. The experiences gained in this course will prepare our students to work in a technological and complex world that offers no easy answers and will prepare them to be citizens who understand and can harness the power of science/mathematics and technology.

# MUSIC

## GRADUATION REQUIREMENTS: NONE

### HIGH SCHOOL BAND

Credits: 1.0

Length: Year

Required: No

Prereq: None

Students who participate in High School Band will be exposed to a wide variety of quality band music and learn about the history and theory behind the music they play. Students will perform in various settings including traditional concerts, parades, ceremonies, and pep band, as well as in the annual Solo and Ensemble Festival, and conference All-Star Band. Attendance at individual lessons is required, and individual practice is expected in order to perfect technique. Attendance at concerts and performance events outside regular school hours is required.

### HIGH SCHOOL CHOIR

Credit: 1.0

Length: Year

Required: No

Prereq: None

Concert Choir is a “mixed” choir. It is made up of male and female voices at anywhere from beginning to advanced stages in their vocal and musical development. The common bond of this choir is learning about music and producing it for all to enjoy. Concert Choir sings music from a variety of backgrounds from classical to pop. Students learn musicianship, vocal quality, and performance skills. Yearly activities include a winter and spring concert, plus performing at the ABHS Variety Show, Large Group Contest, and at the HS graduation ceremony. Members of Concert Choir also have the opportunity to be involved in All Star Choir and Solo and Ensemble Contest. Students will be graded on performance and voice lesson attendance, cooperation and teamwork, and progress in vocal ability.

# PHYSICAL EDUCATION

## GRADUATION REQUIREMENTS: 1.5 CREDITS

### STRENGTH AND CONDITIONING

Credit: 0.5

Length: Semester

Required: No

Prereq: None

Strength and conditioning class will provide an opportunity to develop physically and mentally for a variety of sport and fitness related activities. A variety of free weights, weight machines, and plyometric activities will be available to promote improvement in strength, endurance, balance, flexibility, agility, and speed. Proper technique and safety will be major emphasis in this class. Grading will be based on participation, being prepared for class, and complete up-to-date logbooks.

### LIFETIME ACTIVITIES

Credit: 0.5

Length: Semester

Required: No

Prereq: None

A lifetime sport or activity is one that most person can participate in throughout their lives. Lifetime activities promote wellness and physical fitness. In this class students will be engaged in a variety of activities that may include walking, golf, archery, disc golf, X-country skiing, badminton, pickle ball, shuffleboard, curling, bowling, and cooperative activities. Each class period will begin with a physical fitness activity such as a group stretch and/or an aerobic activity. Grading will be based on participation of all activities.

### TEAM SPORTS

Credit: 0.5

Length: Semester

Required: No

Prereq: None

A team sport is an activity in which a group of individuals, on the same team, work together to accomplish an ultimate goal. When competing, the goal is to win or lose with good sportsmanship and humility. In this class students will learn the rules of each sport while practicing their skills. The culmination of some of the activities will end in a competitive tournament in which students will be placed in brackets and compete to become the class champions. Such activities include rugby football, soccer, dodgeball, ping pong, badminton, mat ball, floor hockey, basketball, volleyball, ultimate Frisbee, whiffle ball, and softball. Each class period will begin with a physical fitness activity such as a group stretch and/or an aerobic activity. Grading will be based on participation of all activities.

# SCIENCE

## GRADUATION REQUIREMENTS: BIOLOGY, PLUS 2.0 CREDITS

### ADVANCED CHEMISTRY (Mid-State Dual-Credit Course)

Credit: 1.0

Length: Year

Required: No

Prereq: Biology

Covers the fundamentals of chemistry. Topics include the metric system; problem solving; periodic relationships; chemical reactions, chemical equilibrium; properties of water; acids, bases, and salts; and gas laws.

### ANATOMY & PHYSIOLOGY OF THE HUMAN BODY

Credits: 1.0

Length: Year

Required: No

Prereq: JR/SR Status

An in-depth study of the human body taken system by system. This course includes lab work, discussion, written work, and tests. This course is strongly recommended for students entering the allied health field.

### ANATOMY IN CLAY

Credit: 0.5

Length: Semester

Required: No

Prereq: Biology

An introductory study of the human body taken system by system. Focuses on learning medical roots, muscles, bones, body planes, medical abbreviations, and main structures of all body systems.

### BIOLOGY

Credit: 1.0

Length: Year

Required: Yes

Prereq: None

This course is a continuation of life sciences from junior high and will include lecture, labs, research, individual and group projects, and small group activities. Topics will include ecology, cell biology, genetics, evolution, classification of plants and animals, and an introduction to human anatomy and physiology. Grades are based on assignments, labs, research projects, quizzes, and tests.

### CHEMISTRY

Credit: 1.0

Length: Year

Required: No

Prereq: Biology & Alg 1

This class will build off of the chemistry concepts learned in physical science. The main concepts covered will include chemical formulas, balancing equations, stoichiometry, using the periodic table, acid-base interactions, energy changes in reactions, gas behaviors, and electrochemistry. Included in the course are problem-solving activities, labs, lectures, demonstrations, and small group activities. Grades are based on assignments, labs, research projects, quizzes, and tests.



# SCIENCE (CONT.)

## GRADUATION REQUIREMENTS: BIOLOGY, PLUS 2.0 CREDITS

### FOOD SCIENCE

Credit: 1.0

Length: Year

Required: No

Prereq: Physical Science and Biology

Food Science uses everyday food practices to more easily explain basic fundamental science concepts. Through experiments with yeast, heat, liquid, etc., students experience hands-on activities to more easily understand science, technology and nutrition. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports.

Foremost this is a science course; food labs will only be used to reinforce learning specific science concepts. This class is recommended for all students in order to build science proficiencies in chemistry, physics and biology. This course will assist students in making science relevant to the "real" world.

### MEDICAL TERMINOLOGY (MSTC Dual-Credit class)

Credit: 0.5

Length: Semester

Required: No

Prereq: Biology

Focuses on the component parts of medical terms: prefixes, suffixes, and word roots. Learners practice formation, analysis, and reconstruction of terms. Emphasizes spelling, definition, and pronunciation. Introduces operative, diagnostic, therapeutic, and symptomatic terminology of all body systems as well as systemic and surgical terminology.

### PHYSICAL SCIENCE

Credit: 1.0

Length: Year

Required: No

Prereq: None

This course is an introduction to the world of physical science. The basic laws of chemistry and physics will be introduced. This course will include labs, lecture, problem solving and other individual and group projects. Grades are based on assignments, labs, projects, quizzes, and tests.

### PHYSICS

Credit: 1.0

Length: Year

Required: No

Prereq: Chemistry & Geometry

A problem solving and lab approach is taken in studying concepts including motion, speed, work, energy, light, sound, and electricity. Grades are determined from assignments, labs, projects, tests, and quizzes.

# SOCIAL STUDIES

## GRADUATION REQUIREMENTS: GLOBAL STUDIES, US HISTORY, CIVICS, PLUS 1.0 CREDIT

### ANCIENT WORLD HISTORY

Credit: 0.5

Length: Semester

Required: No

Prereq: None

Ancient History dives into a time long past to explore the lives of people that lived at the beginning of human civilization. This class covers a timeline of 4000 BCE until 600 A.D. The Topics will include Prehistoric Man, Religions, First Civilizations/Mesopotamia, Egypt Kingdoms, Ancient India, Ancient China, Greece, Rome, Africa, "Dark" Age Europe, and Early Americans.

### CIVICS

Credit: 0.5

Length: Semester

Required: Yes

Prereq: Freshman Status

This required class prepares students for their Citizenship Test, which is a requirement to graduate High School in the state of Wisconsin. Enhancement of civic responsibilities, Constitutional studies, and a survey of the U.S. government are the major themes of the class. Topics will include Basic Civic knowledge, The Constitution, U.S. Government bodies, State Government bodies, Comparison of Governments, U.S. Historical periods, Freedoms and Rights, The Court System, Important Court Cases, Political Ideology & Parties, Gerrymandering, Political Campaigns, Financing Campaigns and Policies, Interest Groups, Government Policy, and the Political Economy.

### ECONOMICS

Credit: 0.5

Length: Semester

Required: No

Prereq: None

This class is an introduction into the study of economics, money, and finance. It will cover such topics Economics Principles: Supply & Demand, Scarcity, Risk, Growth, Monetary and Fiscal policy, Inflation, Unemployment, and Markets, Global Economics: Economic systems/history i.e. capitalism vs. Communism, Global markets and how world events influence the marketplace, Consumer Economics: Stock Market simulation, concepts of spending, saving, credit and investment.

### GLOBAL STUDIES

Credit: 0.5

Length: Semester

Required: Yes

Prereq: JR/SR Status

The purpose of this class is to introduce students to the study of broad history and social science concepts. This will introduce them to such subjects as World Geography: location, identification, and comparison of countries around the world. Identifications of geographic landforms and features. Mapping skills: including reading, drawing, and analysis of. Society and cultures: comparisons of Native American cultures, Japan, the Middle East, and Eastern Europe.

# **SOCIAL STUDIES (CONT.)**

## **GRADUATION REQUIREMENTS: GLOBAL STUDIES, US HISTORY, CIVICS, PLUS 1.0 CREDIT**

### **LAW & ORDER**

Credit: 0.5

Length: Semester

Required: No

Prereq: None

This class focuses on the law and how order is kept in our society. Students will discover the ins and outs of the court system while discovering how laws are created, enforced, and adjudicated. Topics will include Ethical Decision Making, U.S. & State Lawmaking, The Supreme Court, The Court System, Rights & Responsibilities, Lawyers & The Law, The Courtroom, Prison System, Law Enforcement, Modern Issues of the Law, and Punishment vs. Reward in the law. We also cover different types of law, including criminal, civil, comparative, business, copyright, and family law.

### **MODERN WORLD HISTORY**

Credit: 0.5

Length: Semester

Required: No

Prereq: None

Modern History takes the time period of 1400 AD to today and breaks down how the people create the world humans live in today. Topics include Mongolian Empire, Christianity & Europe, Protestant Reformation, Renaissance, Native Americans, Triangle Trade, Revolutions, Enlightenment, Imperialism, Ottoman Empire, World War I & II, Communism, The Cold War, and Globalization.

### **PSYCHOLOGY**

Credit: 0.5

Length: Semester

Required: No

Prereq: None

This class will explore theories of human development, learning, motivation, behavior, perception, and personalities as they coincide with specific situations in our culture. We will examine the factors that influence a person's mental health and discuss issues related to mental health. Students will analyze the impact of stereotypes, prejudices, and lack of tolerance in various groups and describe how economic status, social institutions, and cultural influences all contribute to the development of a sense of self.

# **SOCIAL STUDIES (CONT.)**

## **GRADUATION REQUIREMENTS: GLOBAL STUDIES, US HISTORY, CIVICS, PLUS 1.0 CREDIT**

### **U.S. HISTORY**

Credit: 1.0

Length: Year

Required: Yes

Prereq: Junior Status

This class will survey study of the formation, development, and course of the United States of America. Topics will include Exploration/Settlement, Colonization, American Revolution, Early American Government, Early Republic, Age of Jackson, Antebellum, Civil War, Reconstruction, Frontier Settlement, Indian Wars, Gilded Age, Industrialization, Imperialism, Progressive Era, WWI, 1920s/Jazz Age, Great Depression, WWII, Cold War, Korea, Vietnam, Arms Race, Civil Rights movement, Post-Cold War, Terrorism.

### **WAR AND PEACE IN HUMAN HISTORY**

Credit: 0.5

Length: Semester

Required: No

Prereq: None

This course explores the changing condition of humans from 4000 BCE to 2000 AD and how humans created conflict and settled disputes. Students will explore a multitude of conflicts and peace times from different "Ages" to evaluate the changing human conditions throughout time. This class requires students to work in a project-based setting. Topics will include War of the Three Kingdoms, Trojan War, Athens Golden Age, Roman Empire, Vikings, Chinese Dynasties, 100 Years War, Piracy, Revolutions, Napoleonic Wars, World War I and II, Nuclear Weapons, United Nations, Cold War, Korean War, Vietnam War, Terrorism & 9/11, Middle East Conflict, Peace Studies.

### **ADVANCED PLACEMENT (AP) U.S. HISTORY**

Credit: 1.0

Length: Year

Required: No

Prereq: Junior/Senior Status, 3.7 GPA at time of scheduling or Instructor Approval

AP US History is an advanced course with demands equivalent to those made by a full-year introductory college course. Students will cover US History topics ranging from Pre-Columbian Societies to Post-Cold War US. In addition, the class will prepare students to take the AP US History exam to receive college credit for US History.

# TECHNOLOGY

## GRADUATION REQUIREMENTS: NONE

### INTRO TO TECHNOLOGY

Credit: 1.0

Length: Year

Required: No

Prereq: None

An introduction to the four kinds of technological systems: manufacturing, transportation/power, communication, and construction. Activities include sketching, drawing & design, material process (metals and wood), environmental issues, alternative energies, welding, metal work, aerodynamics, electricity, truss design, problem solving, and photography. Evaluation will be based on performance on tests, worksheets, activities, labs, and attitude.

### ARCHITECTURAL DRAWING

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

A drafting course that will study architectural drawing skills through sketching and Computer Aided Drafting (CAD). Drawing floor plans, elevations, perspectives, and detail drawings will be done. Students will create a set of house plans and may develop a model of these plans.

### CAR CARE 101

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

Designed for students who want to acquire knowledge in the most basic automotive skills. Class will teach routine maintenance and the skills needed to perform this maintenance. Examples are checking fluid levels, fuses and spark plugs, changing tires and light bulbs, adding washer fluids, changing oil, etc. Class will also touch upon the different types of automobiles (gas vs. diesel vs. hybrid) and things to be aware of when purchasing an automobile.

### ASE STUDENT CERTIFICATIONS

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

This advanced course will prepare students to take the ASE Student Certification tests, which prepare students to work in the automotive industry. The ASE Student Certification is recognized through the National Institute for Automotive Service Excellence. Students may take this course, and the corresponding test, in the fall and/or spring. There are no work experience requirements to earn certification.

### DIGITAL PHOTOGRAPHY

Credit: 0.5

Length: Semester

Required: No

Prereq: None

This course will concentrate on intensive training in PhotoShop, the leading image editing software in the world. Students will work with digital cameras, slides, black and white film, as well as color print film from traditional 35 mm or APS camera systems to create original, sophisticated and creative images entirely on the computer. Basic design and photographic skills will also be taught. **A digital camera is needed for this course.**



# TECHNOLOGY (CONT.)

## GRADUATION REQUIREMENTS: NONE

### CONSTRUCTION

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

Construction Technology will explore the aspects of construction. Units include preparing for a construction project, designing and planning the project, managing construction activities, building the structure, installing systems and finishing the project. Activities and labs may include architectural design, preparing working drawings and specs, constructing model structures such as houses, skyscrapers, dams, bridges & towers, foundations, concrete work, electricity landscaping, and solar energy. Grades will be determined by performance on tests, research paper, worksheets, activities and labs, and attitude.

### HOME MAINTENANCE

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

Designed to aid future homeowners. Supplies useful information in typical maintenance around the home. Units may include subjects on tools and equipment, plumbing, electrical, heating, plaster and drywall, floors, doors and windows, painting and decorating, and landscaping.

### TRANSPORTATION

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

The study of diagnosis, tune-up, and mechanical repair. Students will gain experience in the use of some of the electrical/electronic equipment utilized in the automotive repair industry. Students will be able to examine their own goals and aptitudes as they relate to the many career opportunities offered in the transportation industry.

### WELDING

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

"Hands on" introduction to the welding industry. Students will work with various welding and cutting procedures and techniques. Stick, MIG, TIG, and gas welding will be explored.

### WOODWORKING

Credit: 0.5

Length: Semester

Required: No

Prereq: Intro to Tech

Designed to give hands-on experience in the safe and proper use of woodworking tools and techniques. Some study units include measurements, planning and design, construction, preparation and finishing of projects. Project examples include a nightstand or small table.

### TRADE SKILLS MATH

Credit: 1.0

Length: Year

Required: No

Prereq: JR/SR Status

This course is designed for those students who may go onto to a Technical School or for those desiring a knowledge of math and how it relates to manufacturing skills. This course will focus on good, challenging problems that motivate students to acquire skills--skills that will in turn open the door to new insights into the world of mathematics. The experiences gained in this course will prepare our students to work in a technological and complex world that offers no easy answers, and will prepare them to be citizens who understand and can harness the power of science/mathematics and technology.

\*This course counts as a math credit.

# TECHNOLOGY (CONT.)

## GRADUATION REQUIREMENTS: NONE

### **CONSTRUCTION FUNDAMENTALS (MidState Dual Credit Course)**

Credit: 0.5 (ABHS Credit)/2.0 (MidState Credits)      Length: Semester  
Required: No      Prereq: Intro to Tech

Studies the concepts associated with the theory, materials, and methods used in construction, including footings and foundations, walls, floors, roofs and roof materials, exterior finishes, interior walls, ceiling and floor finishes, insulation types, vapor and air infiltration, and sound protection. Students also become familiar with blueprint reading and examine all trades associated with construction, including, electrical, HVAC, and plumbing. Safe use of the appropriate tools for each trade is covered. \*To receive MidState credit, the students must pass the course with a 78% or better. Also, to be eligible for the dual credit, the student must be a sophomore, junior, or senior.

### **SHEILDED METAL ARC WELDING (MidState Dual Credit Course)**

Credit: 0.5 (ABHS Credit)/2.0 (MidState Credits)      Length: Semester  
Required: No      Prereq: Intro to Tech

Begins to build the knowledge and skills of the SMAW process commonly known as stick welding. Students are able to weld in several positions, read some basic weld symbols, and have a basic understanding of written welding procedures. \*To receive MidState credit, the students must pass the course with a 78% or better. Also, to be eligible for the dual credit, the student must be a sophomore, junior, or senior.

### **GAS METAL ARC WELDING (MidState Dual Credit Course)**

Credit: 0.5 (ABHS Credit)/3.0 (MidState Credits)      Length: Semester  
Required: No      Prereq: Intro to Tech

In this course, you develop skills of welding on steel sheet metals and plates using the GMAW process. Emphasis is placed on axial spray, pulse spray, and short circuit mode of transfer. Upon completion of this course, the student is able to weld in several positions, read basic weld symbols, and have an understanding of written welding procedures. \*To receive MidState credit, the students must pass the course with a 78% or better. Also, to be eligible for the dual credit, the student must be a sophomore, junior, or senior.

### **INTRO TO METAL FAB (MidState Dual Credit Course)**

Credit: 0.5 (ABHS Credit)/1.0 (MidState Credits)      Length: Semester  
Required: No      Prereq: Intro to Tech

Builds knowledge of general welding shop procedures and safety, arc welding principles and equipment setup, and metal fabrication equipment use. Students work with a lab instructor to begin developing skills with the gas metal arc welding (GMAW) and gas tungsten arc welding (GTAW) welding processes by completing simple welding and fabricating tasks in preparation for further exploration in welding and fabricating. \*To receive MidState credit, the students must pass the course with a 78% or better. Also, to be eligible for the dual credit, the student must be a sophomore, junior, or senior.

# WORLD LANGUAGES

## GRADUATION REQUIREMENTS: NONE

### **SPANISH I**

Credit: 1.0

Length: Year

Required: No

Prereq: None

The contents of this class include verb conjugations, grammar rules, greetings, expressing opinions, describing people and things, asking questions, festivals & countries, location-geography, numbers, indicating possession, family, state preferences, cultural items, and music. Activities include skills for social/cultural situations, reading, writing, listening and speaking related to food tasting, fiestas, games, songs, experiences with arts and crafts, dance visuals and regalia, lecture, group work, and projects. Grading based on content mastery via a variety of assessments, projects, and discussions.

### **SPANISH II**

Credit: 1.0

Length: Year

Required: No

Prereq: Spanish 1 OR teacher approval and level of proficiency

The contents of this class include review and reinforce materials from Spanish I, grammar concepts, such as verb conjugations in varied tenses, pronouns, adjectives, vocabulary about travel, plants, animals, Mexican/Hispanic cooking, stores, measurements, letter writing, job readiness, skills in world language, job application forms, interviews and careers, Mexico, Peru, Puerto Rico, international communications. Activities include skills for social/cultural situations, reading, writing, listening, speaking, videos, films, poetry, food samples and preparation, peer tutoring, cooperative learning, and dance. Grading based on content mastery via a variety of assessments, projects, and discussions.

### **SPANISH III-IV**

Credit: 1.0

Length: Year

Required: No

Prereq: Prior Spanish Level Required (Ex: Spanish III requires Spanish II credit), teacher approval, and demonstrated level of proficiency

-Class available independently or in large group classes, dependent on the number of students taking the course

The contents of this class extends the Spanish 2 course description into fluent conversational Spanish including increased verb tenses, cultural experiences, internet projects, thematic units, working with SMART technology and Photo Story, literature, drama, service-learning projects with ESL students, and cultural events. Grading based on content mastery via a variety of assessments, projects, and discussions.

# MISCELLANEOUS

## GRADUATION REQUIREMENTS: NONE

### STUDENT AIDE

Credit: 0.5

Length: Semester

Required: No

Prereq: JR/SR status

Capable students may be allowed to pursue a student aide position with teacher. In this position, they will report to the teacher in his/her classroom during the class period assigned and will be responsible in performing the duties the teacher asks of them. All students will be limited to be an aide for only 1 class period per semester. Just because a student applies to be a student aide doesn't mean they will automatically be one. Students may work with multiple teachers throughout the semester. Credit will be given on a Pass/Fail basis with .5 credit given each semester. Students failing a course while a student aide may be dropped from the position and placed in a study hall.

### ONLINE AND DISTANCE-LEARNING COURSES

Credit: .5 or 1.0

Length: Semester or Year

Required: No

Prereq: Counselor approval and parent approval

Through online and distance learning, Almond-Bancroft is able to offer additional courses that are not offered in person within our district. Course offerings vary by year, but often include topics such as Meteorology, Microbiology, French, German, and Criminal Justice.

We are also able to offer AP courses, which teach college-level academic material to high school students and allow them to earn college credit by passing a rigorous, college-level AP exam at the end of the class that demonstrates their mastery of the advanced material. AP courses are geared towards students who plan on attending a 4-year University.

The following AP courses are offered, among others: AP Biology, AP Calculus, AP English Language, AP European History, AP Macroeconomics, AP Microeconomics, AP Physics, AP Psychology, AP Statistics, AP US Government & Politics, and AP World History.

Dual-Credit college level courses are also offered via online and distance-learning opportunities. Students taking a dual-credit college course will receive college credit and an official college transcript upon completion of course. Dual-credit courses vary by year.

**\*Due to the rigorous nature of online and distance learning courses, students must have demonstrated a high academic standard and ability to learn independently before they are placed into these courses. Per district policy, the family of a student taking an online or distance learning course must reimburse the district the cost of the course if the student should not pass. Students and parents will be required to sign a contract before the online/distance learning class begins.**



# RESOURCES

Department of Workforce Development. (Mar 2016). *Portage County Workforce & Economic Profile 2015*. Retrieved from [http://worknet.wisconsin.gov/worknet\\_info/Downloads/CP/portage\\_profile.pdf](http://worknet.wisconsin.gov/worknet_info/Downloads/CP/portage_profile.pdf)

United States Census Bureau. (July 2016). *Portage County, Wisconsin QuickFacts*. Retrieved from <https://www.census.gov/quickfacts/fact/table/portagecountywisconsin/PST045216>

Wisconsin Department of Public Instruction. (Nov 2016). *ACP in Wisconsin: Implementing Academic and Career Planning*. Retrieved from <https://dpi.wi.gov/acp/communication-tools>

Wisconsin Worknet. (Sep 2017). *Portage County Summary*. Retrieved from [http://worknet.wisconsin.gov/worknet/jsprofile\\_results.aspx?menuselection=js&area=097](http://worknet.wisconsin.gov/worknet/jsprofile_results.aspx?menuselection=js&area=097)