

Lodi High School  
Course Catalog 2023-2024

Dear Students and Parents,

The foundation for a solid educational plan is a well thought out, challenging, academic program that reflects the students' interests and abilities. This type of foundation helps students prepare for all types of opportunities during and after high school.

This Course Catalog provides a complete overview of the courses that will be offered during the 2023-2024 school year. The catalog should be reviewed carefully so that students select a program of study that will help them reach their goals after high school. With this in mind, no one academic year should be planned in isolation. Each student should develop a four-year plan based on their post-secondary goals, their interests, and the availability of courses (some courses are only offered every other year). Students also need to take time to pick alternative courses, as there may not be room in every course selected and courses with low enrollment may be canceled due to scheduling and budget constraints. Students will continue to be placed in their core classes (English, science, social studies, and math) based on their skill level. Placement will happen for all freshmen, sophomores, and juniors in each of the core areas. Please take time to read the Align by Design section in this Course Catalog to get a better feel for this process.

Even with the placement of students in the core academic areas, parents and students need to approach the course selection and scheduling process as vitally important to the future of the student. Only by challenging themselves will students fully benefit from the offerings at Lodi High School and ultimately prepare themselves for life after high school. It is our hope that parents take an active role in ensuring that their child is taking on a challenging course load throughout their four years of high school.

Please contact the school counselor if you have any specific questions regarding this catalog. We will be available to assist you and your child often throughout the scheduling process and have set aside the following evening for parents new to the high school to come in and touch base with the counselors and teachers to learn more about each of the classes and this entire process:

8th Grade Course and Scheduling Information Night  
Tuesday, January 10  
Location: Performing Arts Center

We appreciate you working together with us to create opportunities for success for every student, in every classroom, every day!!

Sincerely,

Joe Jelinek  
LHS Principal

*The mission of the School District of Lodi, a strong partnership of families, community and educators, is to inspire students to become lifelong learners who seek new understanding and skill to assume the role of responsible and contributing members of society by creating a world-class, innovative learning environment that stimulates academic and personal excellence.*

*It is the policy of the School District of Lodi, pursuant to s.118.13, Wisconsin Statutes, and PI 9, that no person, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, cognitive, emotional, or learning disability, or handicap may be denied admission to any school in this district, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, student services, recreational or other program.*

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## ALIGN BY DESIGN

Lodi High School is engaged in a curriculum initiative called Align by Design. To adhere to this framework, the high school has aligned all of its core academic courses (social studies, science, math, and English) to the College Readiness Standards. These standards, also known as the Work Place Readiness Standards, were developed by the College Board to help students and schools define the skills that graduates need to be successful in the world after high school (a copy of the College Readiness Standards are included at the end of this course catalog). These are the same skills that are measured on the ASPIRE test that all 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders take and the ACT. The goal of realigning our curriculum to these standards and our commitment to the Align by Design framework is to increase the level of work skills and college readiness of the students from Lodi.

The following are the principles behind the Align by Design model:

1. All students take a rigorous common core course of studies.
2. The student is at the center of the instructional design.
3. The curriculum is content-based and interdisciplinary.
4. Skill development is given cross-curricular emphasis to ensure students' readiness.
5. A focus is on the development of students' critical thinking skills through an emphasis on teaching conflicting interpretations.
6. The commitment is to the civic purpose of education.
7. The high school is operated by a collaborative staff, focused on student achievement, with decisions informed by data.
8. The high school is a learning community: one in which students learn as a community, and one in which students learn about community.

To achieve our goals and follow the framework of Align by Design, all students are placed in their core academic classes based on their level of skill as assessed through several different data points, including but not limited to their ASPIRE scores, i-Ready scores, their classroom performance, and their performance on the Forward Exam. As you explore the course catalog, you will notice that there are two levels of courses in which 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders can be placed. These classes will cover the same content in each level, but the skills on which the course focuses will be different. This is an important concept as it allows students to move to a different level of class if need be and ensures that the same content is covered by the end of the school year in these classes. Incoming 9<sup>th</sup> graders will also have interdisciplinary units, especially between their social studies and English classes. One of the items you will see as you review the core academic classes is the title of the classes in science, social studies, and English. This is what the following titles mean:

- Plain course title—this course is designed for students whose skills are at benchmark for college readiness.
- Honors or Advanced Placement—this course is designed for students whose skills are above benchmark for college readiness.

There are also associated tables by each of these classes showing the College Readiness Standards on which the class will be focusing throughout the course of the year. These tables show which standards and skills will be considered review for that class (class will spend 25% of their time on these skills), which skills will be the focus of the class (class will spend 50% of their time on these skills), and which skills will be an extension for the class (class will spend 25% of their time on these skills). The idea for each class is to spend 25% of the time reviewing and strengthening skills that students already have, 50% of the time working on skills they are developing, and 25% of the time working on skills that are above their level to push them as students. The concept is to be constantly challenging students to achieve at a higher level as they continue through their high school careers. The vision statement at Lodi High School is Creating Opportunities for Success...Every Student...Every Classroom...Every Day! Our work on aligning our curriculum to the College Readiness Standards and the Align by Design framework embodies that vision for each of our students.

It is our hope that students and their families will take advantage of these opportunities that are being offered at Lodi High School.

With this model, students will have the opportunity to take more rigorous coursework which will help them prepare for life after high school regardless if they plan on going straight into the workforce, into the military, into the technical school system, or to a four-year college.

## REGISTRATION PROCEDURE

1. Students will have access to the 2023-2024 course catalog on the high school counseling website.
2. Students should look through the course catalog with a parent/guardian to get ideas of courses they wish to take, keeping in mind that it is important to consider graduation requirements and course prerequisites. In addition, students are encouraged to consider the classes they plan to take throughout their high school years when planning next year's schedule.
3. Students will schedule their course requests online through Infinite Campus during English classes. Please consider choices carefully, as they may become your scheduled courses.
4. Teachers will review preliminary course lists to determine the appropriateness of student choices and may recommend placement changes as needed. If students have questions on the appropriateness/difficulty of a course, please consult with your teachers and/or counselor.
5. Counselors will attempt to meet individually with students who will be in grades 10-12 (beginning with grade 12) to review their schedules in late spring. Students will receive a copy of their schedule prior to the start of the school year and may request schedule changes before the first day of school. However, there are no guarantees that all requests for schedule changes will be granted.

## GRADUATION REQUIREMENTS

### **Social Studies – 4 credits**

1.0 cr. Human Geography  
1.0 cr. World History  
1.0 cr. U.S. History  
0.5 cr. Govt. and Social Issues  
0.5 cr. Social Studies Elective

### **Financial Literacy – 0.5 credit**

### **STEAM 1 – 0.5 credit**

### **Electives – 6.0 credits**

### **Language Arts – 4 credits**

1.0 cr. Literature & Composition  
1.0 cr. World Literature  
1.0 cr. American Literature or AP  
English Language & Composition  
0.5 cr. Oral Communication  
0.5 cr. Senior Language Arts Course

### **Total Credits: 24**

### **Science – 3 credits**

1.0 cr. Science 9  
1.0 cr. Biology  
1.0 cr. Physical Science (at least 0.5 credit must be a Chemistry class)

### **Math – 3 credits**

### **Physical Education – 1.5 credits**

### **Health – 0.5 credit (in high school)**

### **Career & Technical Education – 0.5 credit**

### **Fine Arts – 0.5 credit**

# STUDENT ACADEMIC POLICIES AND PROCEDURES

## THE POLICY FOR REPEATING CLASSES

Students who receive an F for their first or second semester grade in a required class will have to repeat the semester they failed. If, for instance, a 9th grader fails the first semester of English 9 and passes the second semester, he/she will be required to repeat only the first semester of that class. However, if the first half of a class is a prerequisite for the second half (e.g., math classes) a student who fails the first half will need to retake and pass the first half before taking the second half of the class. Students who fail the same class twice will need to make up the credit through the Lodi High School's credit recovery courses.

## SCHEDULE CHANGE POLICY

We recognize that circumstances change, and we may allow some revisions in the schedule. Please contact a counselor if you are interested in requesting a schedule change. All schedule changes will be subject to availability and class size. A change may not be allowed if it will reduce a class size to less than 10 students. Requests should be completed **one week before the semester begins**.

## GRADING SYSTEM & SCALE

A+ = 100	<b>4.000</b>	B+ = 88-89	<b>3.333</b>	C+ = 78-79	<b>2.333</b>	D+ = 68-69	<b>1.333</b>	F < 60	<b>0.000</b>
A = 93-99	<b>4.000</b>	B = 83-87	<b>3.000</b>	C = 73-77	<b>2.000</b>	D = 63-67	<b>1.000</b>		
A- = 90-92	<b>3.667</b>	B- = 80-82	<b>2.667</b>	C- = 70-72	<b>1.667</b>	D- = 60-62	<b>0.667</b>		

An "E" would be the same as a "D"; **1.0**

A "P" grade earns credit but does not affect GPA.

## ACADEMIC RECOGNITION

### Laude System

The purpose of the Laude System is to recognize students for the rigor of their academic program as well as their success in that program.

### Laude Score

A student's Laude Score will be determined by multiplying 1) the student's cumulative GPA after first semester 12<sup>th</sup> grade by 2) the number of Laude Points earned in recognized courses completed while in high school.

### Award Levels

There are three levels of awards

- Summa Cum Laude
- Magna Cum Laude
- Cum Laude

### Laude Score ranges for each Award Level

60 and above	Summa Cum Laude
45-59.999	Magna Cum Laude
30-44.999	Cum Laude
29.999 and below	No laude recognition

## Cum Laude Recognized Courses

The courses listed below are used in the calculation for Laude Points.

Students only earn Laude Points for courses that they complete with a passing grade. AP courses count as 1.0 point each. Honors courses count as 0.5 point each. Generally, for other courses, semester-long courses count as 0.5 point each and year-long courses count as 1.0 point each. Courses that are taken as part of the STEM Academy program through Madison College count as 1.0 point each. Other courses may be considered for recognition through an approval process.

### Language Arts

- Honors Lit & Comp (0.5)
- Honors World Lit & Comp (0.5)
- AP English Language (1.0)
- AP English Literature (1.0)

### Science

- Honors Science 9 (0.5)
- Honors Biology (0.5)
- Honors Chemistry 1 (0.5)
- AP Biology (1.0)
- AP Environmental Science (1.0)
- Chemistry 2 (1.0)
- Physics (1.0)

### Math

- Accelerated in Integrated Math 1, 2, or 3 (0.5)
- Integrated Math 4/AP Pre-Calculus (1.0)
- AP Calculus AB (1.0)
- AP Calculus BC (1.0)

### Social Studies

- AP Human Geography (1.0)
- AP World Modern (1.0)
- AP US History (1.0)
- AP Psychology (1.0)
- Economics (0.5)

### Foreign Language

- Spanish 3 (1.0)
- Spanish 4 (1.0)
- Spanish 5 (1.0)

### Fine Arts

- 6 total semesters of Art courses (1.0) – ***a capstone project is also required***
- 7 total semesters of Music courses (0.5) – ***a capstone project is also required***
- 8 total semesters of Music courses (1.0) – ***a capstone project is also required***

### Career & Technical Education

- AP Computer Science Principles (1.0)
- Certified Nursing Assistant (0.5)
- Advanced CAD (0.5)
- Manufacturing 2 (0.5)
- Biotechnology (0.5) – ***cannot be counted toward total Ag courses***
- 4 total Ag courses (0.5) – ***a capstone project is also required***

8 total Ag courses (1.0) – ***a capstone project is also required***  
Certification in Youth Apprenticeship (0.5)

### **Capstone Projects**

Music: Receive a rating of 2 or better in a Class A solo at District Solo & Ensemble

Art: Participate in Visual Arts Classic or Capitol Conference Art Show

Ag (4 Ag courses): Application for State FFA Degree

Ag (8 Ag courses): Application for National FFA Degree

### **National Honor Society**

Gold cords are worn at graduation by seniors who have been inducted into the Academician Chapter of National Honor Society.

## **SCHOOL COUNSELING**

Lodi's counselors offer individual counseling and classroom guidance to all students. Counselors are trained to help students satisfy students' personal, social, academic and career growth needs. Counselors offer personal and social problem counseling, as well as assistance in educational and career planning. Counselors also hold individual planning meetings for students in the fall of 11<sup>th</sup> grade and 12<sup>th</sup> grade.

### **Postsecondary Options**

#### Start College Now Program

The Start College Now Program permits any 11<sup>th</sup> or 12<sup>th</sup> grade student to attend and earn credit at a Wisconsin technical college for the purpose of taking one or more non-sectarian courses for credit and possibly for high school credit. The board of education shall determine whether the course(s) satisfies high school graduation requirements under state law, if the course(s) is comparable to one offered in the district and if any high school credits will be awarded to the student. Students shall notify the counselor and building principal no later than March 1 if the student intends to enroll in the fall semester, and no later than October 2 if enrolling in the spring semester in order to comply with board approval timelines. The board will pay for up to 18 postsecondary semester credits per student. If the student receives a failing grade in a course, or fails to complete a course for which the school board has already made payment, the student's parent/guardian or the student if he/she is an adult, shall reimburse the school board the amount paid on the student's behalf. If the school board is not reimbursed as requested, the student is ineligible to participate further in the program.

#### Certified Nursing Assistant (CNA)

Applications must be turned in by March 1 of the previous year for the fall semester or by October 2 for the following spring semester. Students who attend will earn a CNA certificate after completing the 120-hour course. The course includes approximately 70 hours of classroom and lab work time and 50 hours of actual clinical experience. Students learn the skills to work as a CNA and are exposed to many other health professions during the course. Upon successful completion the student is able to obtain a job as a CNA anywhere in the State of Wisconsin. This class earns Madison Area Technical College credit, as well as high school credit.

### Early College Credit Program

The Early College Credit Program permits any 9<sup>th</sup>-12<sup>th</sup> grade student to attend and earn credit at a Wisconsin institution of higher education for the purpose of taking one or more non-sectarian courses for credit and possibly for high school credit. For the purposes of this program, an “institution of higher education” includes an institution within the University of Wisconsin System, a tribally controlled college, and a private, nonprofit institution of higher education located in Wisconsin. The board of education shall determine whether the course(s) satisfies high school graduation requirements under state law, if the course(s) is comparable to one offered in the district and if any high school credits will be awarded to the student. Students shall notify the counselor and building principal no later than February 1 if the student intends to enroll in the summer, March 1 for the fall semester, and October 2 for the spring semester in order to comply with board approval timelines. The board will pay for up to 18 postsecondary semester credits per student. If the student receives a failing grade in a course, or fails to complete a course for which the school board has already made payment, the student's parent/guardian or the student if he/she is an adult, shall reimburse the school board the amount paid on the student's behalf. If the school board is not reimbursed as requested, the student is ineligible to participate further in the program.

## **LEADERSHIP OPPORTUNITY**

### **Leadership Council**

Our Leadership Council is committed to the health and wellness of students. The group participates in a variety of community service activities for students and for the larger community. There is a Student Leadership Workshop during August for students in grades 9-12. All students are eligible to attend this workshop and details concerning this event are advertised during the month of May. Selection is based on a first-come, first-served basis. Topics include developing leadership skills, exploring volunteer opportunities, creating a positive school environment, making appropriate decisions, and establishing the year's goals for Lodi High School.



# LANGUAGE ARTS

Language Arts Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Elements of Literature & Composition	1 Year	1	X			
World Literature & Composition	1 Year	1		X		
American Literature & Composition	1 Year	1			X	
AP English Language & Composition	1 Year	1			X	
Oral Communication	1 Semester	0.5		X	X	X
Shakespeare	1 Semester	0.5			X	X
English 12	1 Year	1				X
AP English Literature & Composition	1 Year	1				X
Writing for Publication	1 Year	1	X	X	X	X
Creative Writing Workshop	1 Semester	0.5		X	X	X
Advanced Creative Writing	1 Semester	0.5		X	X	X

The following Language Arts courses are designed to help students develop their communication skills and appreciation of great literature of all types. All courses aim to develop students' writing, reading, speaking, listening, and thinking skills. While courses may differ in focus, all courses will be academically demanding of students at their levels.

## GRADE 9

*Most 9<sup>th</sup> graders will be placed into Elements of Lit & Comp or Honors Elements of Lit & Comp.*

### Elements of Literature & Composition

This course introduces the fundamentals of effective reading and writing skills including the style, structure, and language appropriate for various purposes and audiences. Students will be actively involved in research methodology, writing, and speaking. As part of the course work, students will review grammar and usage, study vocabulary, read and analyze selected fiction and nonfiction texts, develop critical thinking and writing skills, and utilize technology to develop multimedia projects and presentations.

Credit: 1.0 Language Arts

### \*Honors Elements of Literature & Composition

This course is designed for 9<sup>th</sup> grade students whose skills are above benchmark for college readiness. It offers a more in-depth study of the literature and requires students to write and speak at advanced levels.

***Note: A summer assignment is required for this course.***

Credit: 1.0 Language Arts

## **Principles of Literacy 9**

This is a course designed to raise student achievement in reading comprehension skills. Individualized instruction targets reading skills to support your learning in all content areas. Other literacy-building activities include independent silent reading, oral reading fluency, and review of challenging vocabulary from your core area classes. Students will be enrolled concurrently in the Elements of Literature and Composition class.

### **Prerequisite: Placement Only**

Credit: 1.0 Elective

## **GRADE 10**

*Most 10<sup>th</sup> graders will be placed into World Lit & Comp or Honors World Lit & Comp.*

### **World Literature & Composition**

This course introduces students to world literature through the study of its traditions, techniques, and genres. The course emphasizes extensive instruction in the writing process, as students compose narrative, informative, and persuasive pieces dealing with literature and other topics. Grammar is taught within the context of the writing. Vocabulary development builds on the program started at the 9<sup>th</sup> grade level.

Credit: 1.0 Language Arts

### **\*Honors World Literature & Composition**

This course is designed for 10<sup>th</sup> grade students whose skills are above benchmark for college readiness. It offers a more in-depth study of the literature and requires students to write and speak at advanced levels.

**Note: A summer assignment is required for this course.**

Credit: 1.0 Language Arts

## **Principles of Literacy 10**

This is a course designed to raise student achievement in reading comprehension skills. Individualized instruction targets reading skills to support your learning in all content areas. Other literacy-building activities include independent silent reading, oral reading fluency, and review of challenging vocabulary from your core area classes. Students will be enrolled concurrently in the World Literature and Composition class.

### **Prerequisite: Placement Only**

Credit: 1.0 Elective

## **GRADE 11**

*Most 11<sup>th</sup> graders will be placed into either American English or AP English Language. 11<sup>th</sup> grade students may choose additional Language Arts courses (see "Senior Language Arts Courses") if they wish.*

### **American Literature & Composition**

This course offers a historical survey of all genres of American literature. Students will study literary eras, themes, and major authors. They will practice narrative, informative, and persuasive writing as well as research college/career options. Vocabulary development will build on the program started at the 9<sup>th</sup> grade level.

Credit: 1.0 Language Arts

### **\*AP English Language & Composition**

This is a course for advanced English students able and willing to do college-level work in writing and rhetorical analysis. The course focuses on complex nonfiction American texts from a variety of historical periods and disciplines. Students learn to read critically, express themselves clearly, argue effectively, and address deceptive use of language. While taking the AP English Language and Composition exam is not a requirement for students in this course, students will dedicate some time preparing for it. Students who score well enough on the exam may earn college credit.

**Note: A summer assignment is required for this course.**

Credit: 1.0 Language Arts

## **SENIOR LANGUAGE ARTS COURSES**

***All Lodi High School students must take Oral Communication and at least one additional Senior Language Arts Course for 0.5 Language Arts credit.***

### **Oral Communication**

Oral Communication is an introductory course in speech composition. Its purpose is to improve one's skills in writing and presenting effective public speeches. Students will prepare a variety of formal speech presentations through research and writing and present their work in the form of persuasive and informative speeches. Students will be expected to use the skills acquired in previously taken English classes.

**Prerequisite: 10<sup>th</sup> grade**

Credit: 0.5 Language Arts, meets Oral Communication graduation requirement

### **Shakespeare**

This course asks the question, "Why do we still study Shakespeare today?" To answer this question, students will be provided with the opportunity to study Shakespeare's life and various works including plays and sonnets. Students will study selected sonnets plus one comedy and one tragedy each semester. The first play studied in the fall term will be dictated by what American Players Theater offers that season. The class will take field trips to see live productions of Shakespeare's plays. Students will present their knowledge and ideas through formal and informal writings, live adaptations of specific scenes, and class discussions.

**Prerequisite: 11<sup>th</sup> grade**

Credit: 0.5 Language Arts

### **English 12**

This course is a combination of two Madison College courses. This course teaches students skills needed to approach, navigate, and comprehend textbooks as well as the other college-level readings (essays, articles, arguments, documents). The course also prepares students for writing skills needed in most college level classes. Sections of the coursework are theme-oriented and the coursework builds to a final 5-7 page research-based, thesis-driven essay.

**Students who attain a grade of C or higher earn 6 elective credits at Madison College.**

**Prerequisite: 12<sup>th</sup> grade**

Credit: 1.0 Language Arts

### **\*AP English Literature & Composition**

This is a course for students with advanced skills. It is intended to prepare students for the Advanced Placement English Literature and Composition Exam in May. In this course, students will practice critical analysis of literary works of fiction, drama, and poetry, then compose arguments supporting their interpretations. Students will examine the choices authors make and the techniques they utilize to achieve their purpose and generate meaning.

**Note: A summer assignment is required for this course.**

**Prerequisite: 12<sup>th</sup> grade**

Credit: 1.0 Language Arts

## **ELECTIVE COURSES**

(Courses below do **NOT** fulfill the Language Arts graduation requirement)

### **Writing for Publication**

This course is designed to introduce students to journalism by involving students in all aspects of producing the school yearbook, newspaper, and video news broadcast. Students are responsible for interviewing, reporting, writing, proofreading, editing, designing layouts, and using desktop publishing for articles. Students are also responsible for selling and designing advertising which appears in the publications. Accuracy in journalistic writing skills will be stressed.

**Prerequisite: Consent of instructor**

**Students make take this course 1 or 2 semesters each year**

Credit: 0.5 Elective each semester course is taken

### **Creative Writing Workshop**

Creative Writing Workshop is designed to provide a creative outlet for students who have an interest in studying and writing various literary genres, including fiction and poetry. Students will read and discuss articles on the craft of writing, evaluate model texts, and practice writing their own original pieces. They will participate in a writing workshop with the goal of creating a final portfolio focused on poetry and short stories. Students will improve their skills in the following areas: critical thinking, literary analysis, descriptive writing, and peer editing.

**Prerequisite: 10<sup>th</sup> grade**

Credit: 0.5 Elective

### **Advanced Creative Writing**

Advanced Creative Writing is designed for students who have completed the prerequisite Creative Writing Workshop course and wish to further their writing skills in various literary genres. Students will read and discuss articles on the craft of writing, evaluate model texts, and offer constructive critiques of their peers' writing. They will work through the process of writing their own original pieces focused on the genre of their choice with the goal of publishing their works.

**Prerequisite: Creative Writing**

Credit: 0.5 Elective

# MATH

## **Transitional Math A**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Transitional Math A utilizes beginning level ACT College and Workplace Readiness Standards. This course will be run every day and run through the entire year. The goal of this course is to prepare students for college level mathematics.

**Students are placed into this course.**

Credit: 2.0

Review CRS	Focus CRS	Extend CRS
Basic Skills	13-15	16-19

## **Intermediate Math**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Intermediate Math utilizes beginning and intermediate level ACT College and Workplace Readiness Standards. The goal of this course is to prepare students for college level mathematics.

**Students are placed into this course.**

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
13-15	16-19	20-23

## **Integrated Math 1**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Integrated Math 1 utilizes intermediate level ACT College and Workplace Readiness Standards. The goal of this course is to prepare students for college level mathematics.

**Students are placed into this course.**

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
16-19	20-23	24-27

## **Integrated Math 2**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Integrated Math 2 utilizes both intermediate and advanced level ACT College and Workplace Readiness Standards. The goal of this course is to prepare students for college level mathematics.

**Prerequisite: Integrated Math 1 or teacher recommendation**

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
20-23	24-27	28-32

### **Math Fundamentals**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Math Fundamentals utilizes intermediate level ACT College and Workplace Readiness Standards with a strong emphasis on fundamental skill building.

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
16-19 20-23	24-27	28-32

### **Integrated Math 3**

This course integrates the math topics of algebra, geometry, statistics/probability, and problem solving. Integrated Math 3 utilizes advanced level ACT College and Workplace Readiness Standards. The goal of this course is to prepare students for college level mathematics.

**Prerequisite: B or better in Integrated Math 2 or teacher recommendation**

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
24-27	28-32	33-36

### **Introduction to College Mathematics**

Introduction to College Mathematics studies the construction and resulting properties of the real number system. Students simplify and factor algebraic expressions using fundamental laws and order of operations, solve first and second degree equations and inequalities in one variable, solve exponential and logarithmic equations, graph first degree and second degree equations and inequalities in two variables, solve 2x2 and 3x3 systems of equations, simplify and solve equations involving fractional exponents and radicals. Students are introduced to linear, quadratic, square root, absolute value, exponential and logarithmic functions. The basic definitions of functions, relations, one-to-one functions and inverses are discussed along with the algebra and composition of functions. Once completed with a C or better, students can enroll in a large variety of Math Courses that have 1-to-1 transfer to colleges and universities across the country. This course satisfies the prerequisite to take College Algebra at schools such as UW Madison, Whitewater, Milwaukee, Oshkosh and Platteville. This course also satisfies the math requirement for the Associate of Arts 2 year degree and almost all Applied Associate Degree programs at Madison College.

**Prerequisite: B or better in Integrated Math 3 or teacher recommendation**

Credit: 1.0

Review CRS	Focus CRS	Extend CRS
28-32	33-36	Pre-Calc

### **Concepts and Analysis**

This course is designed to strengthen the algebraic standards of the ACT College and Workplace Readiness Standards. Topics explored are linear models, systems of equations, inequalities, and quadratics. The goal of this course is to prepare students for college level mathematics.

**Students who earn a C or better in this course are eligible to earn 3 credits to MATC.**

**Prerequisite: Integrated Math 2 or teacher recommendation**

Credit: 1.0

### **AP Pre-Calculus**

This course follows the university level pre-calculus curriculum. Pre-Calculus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus. Topics that will be covered are polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices.

Credit: 1.0

### **AP Calculus AB**

This course follows the university level calculus AB curriculum. Topics that will be covered: limits and continuity, the derivative and its application, integrals and its application, and infinite series. Students will have the option of taking the AP Calculus AB exam.

Credit: 1.0

# SCIENCE

Science Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Science 9	1 Year	1	X			
Biology	1 Year	1		X		
Chemistry 1	1 Year	1			X	X
Field Ecology	½ Year	.5			X	X
*AP Environmental Science	1 Year	1			X	X
Human Physiology	1 Year	1			X	X
*Physics	1 Year	1			X	X
*AP Biology	1 Year	1				X
*Chemistry 2	1 Year	1				X

The basic knowledge of the world in which we live is undergoing an explosive change as a direct result of the breakthrough in all scientific fields. Because of this, an understanding of the fundamental principles underlying modern science is essential for all students.

## Science 9

This course is designed to introduce students to high school science. Semester 1 includes topics related to physical science including, but not limited to, velocity and acceleration, Newton's Laws of Motion, energy, and electromagnetism. During semester 2, an emphasis is placed on studying forces that shape our planet as well as current topics in earth science. Themes of the nature of science, as well as the practices of science and engineering, are intertwined into each area of study.

Credit: 1.0

Students will be placed into one of the following Science 9 classes:

	Review CRS	Focus CRS	Extend CRS
<b>Science 9:</b> This class will focus on the fundamentals of data interpretation and experimental design. Students will focus on interpreting and analyzing complex data tables, comparing two or more complex experiments, selecting information from more challenging scientific readings, and understanding and implementing the methods and tools used in a simple to moderately complex science experiment. Students will be introduced to evaluating scientific models and experimental results.	13-15	16-19	20-23
<b>*Honors Science 9:</b> This class is an in-depth study of data analysis and experimental design. Students will focus on interpreting and analyzing complex data tables, selecting information from challenging scientific readings, and implementing the methods and tools used in a complex science experiment. Students will also focus on the fundamentals of evaluating scientific models and experimental results.	16-19	20-23	24-27



## Biology

Biology is a course designed to introduce students to the world of living things and to increase the student's understanding of biological concepts. The units of study include an Introduction to Biology/Biochemistry, Cell Structure and Function, The Cell Cycle, Heredity (Meiosis, Genetics, DNA), Animal Physiology, Evolution, and Ecology.

**Prerequisite: Science 9**

Credit: 1.0

**Students will be placed into one of the following Biology classes:**

	Review CRS	Focus CRS	Extend CRS
<b><u>Biology</u></b> : This class will focus on data analysis and experimental design. Students will focus on interpreting and analyzing complex data tables, selecting information from challenging scientific readings, and implementing the methods and tools used in a complex science experiment. Students will also focus on the fundamentals of evaluating scientific models and experimental results.	16-19	20-23	24-27
<b><u>*Honors Biology</u></b> : This class will focus on data interpretation; such as, comparing complex data presentations and interpolating between data points. In addition, students will learn how to understand complex experiments and predict results. Furthermore, students will be able to determine if given information supports or contradicts a hypothesis or conclusion and identify strengths and weaknesses within models.	20-23	24-27	28-32

## Chemistry

### Chemistry 1

Chemistry 1 is an introductory course to the fundamentals of chemistry. Topics include the process of science, laboratory procedures, solutions and solubility, chemical bonding, atomic structure, the periodic table, chemical reactions and reaction types, and acid/base chemistry. This course is designed to help students prepare for any post-high school training in a science-related field, such as agriculture or medicine.

**Prerequisites: Science 9, Biology, and Integrated Math 1**

Credit: 1.0

	Review CRS	Focus CRS	Extend CRS
<b><u>Chemistry 1</u></b> : This class will focus on data analysis and experimental design. Students will focus on interpreting and analyzing complex data tables, selecting information from challenging scientific readings, and implementing the methods and tools used in a complex science experiment. Students will also focus on the fundamentals of evaluating scientific models and experimental results.	20-23	24-27	28-32
<b><u>*Honors Chemistry 1</u></b> : This class will focus on data interpretation; such as, comparing complex data presentations and interpolating between data points. In addition, students will learn how to understand complex experiments and predict results. Furthermore, students will be able to determine if given information supports or contradicts a hypothesis or conclusion and identify strengths and weaknesses within models.	24-27	28-32	33-36

## **\*Chemistry 2**

Chemistry 2 is an advanced course in the fundamentals of chemistry. Topics include a continuation of the study and applications of the concepts from Chemistry 1, gas laws, energy and chemical reactions, and organic chemistry. Students will be highly involved in the selection and design of experiments studied in the course. Any student entering a science field after high school should strongly consider taking Chemistry 2.

**Prerequisite: Chemistry 1**

Credit: 1.0

## **Human Physiology**

This is an advanced biological science course emphasizing the anatomy and physiology of the organ systems in humans. Topics include cells and tissues, bones, muscles, foods and nutrition, digestion, circulation, respiration, excretion, the endocrine gland system, and reproduction. Animal and organ dissections are part of the course. This course may be of special value to those interested in health or medically related fields. It is suggested for college-bound students and those with a special interest in the human body.

**Prerequisites: Science 9, Biology, and completion or concurrent enrollment in Chemistry 1**

Credit: 1.0

## **Field Ecology**

Field Ecology will take the traditional science classroom and lab experience, and bring it outside to study an array of topics in the field. Students in this course will gain experience doing scientific research outside including studying our local prairies, wetlands, forests, and streams. Students will collect data in our local ecosystems by using a variety of methods and then analyze and interpret results. The topics that are covered are designed to bring in local issues in natural resources, and apply science to those issues, in order to understand how management decisions can be made that consider perspectives of all stakeholders.

**Prerequisite: Biology**

Credit: .5

## **\*Physics**

Physics is the science that deals with the fundamental laws of nature and how our world and the universe works. Through experimentation, simulations, and discovery, students will study motion, forces, universal gravitation, energy, static and current electricity, waves, sound, and optics. Physics is *strongly recommended* for any upperclassman who is thinking of attending a four-year college, especially those students who plan to study any type of science at the post-secondary level.

**Prerequisite: C or better in Integrated Math 3, or consent of instructor**

Credit: 1.0

## **\*AP Biology**

This course is designed to be the equivalent to an introductory course taken by Biology majors during their first year of college. AP Biology is a rigorous course covering topics using a college level textbook and lab experiences. The units of study include the Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication, the Cell Cycle, Heredity, Gene Expression/Regulation, Natural Selection, and Ecology. Students have the option of taking the AP Biology exam at the end of the year and may earn college credit depending on their score and the requirements set by the post high school institution they attend.

**Prerequisite: Science 9, Biology, and Chemistry 1 (full year)**

Credit: 1.0

### **\*AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. APES is a rigorous science course that stresses scientific principles and analysis including topics of Earth systems and resources, ecology, population dynamics, land and water use, energy resources, pollution and global change. A strong laboratory and field investigation component allows students to learn about the environment through firsthand observation. Experiences both in the lab and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom and gain an awareness of the importance of confounding variables that exist in the “real world.” Students have the option of taking the APES exam at the end of the course.

#### **Prerequisite: Biology**

Credit: 1.0

*Horticulture, Biotechnology, Small Animal Science, Ag Processing/Food Science and Vet Studies have been approved by DPI and accepted by the UW post-secondary institutions for science credit. The course will be recorded on the student's transcript with ES following the course title indicating it is equivalent to a half credit of science.*

# SOCIAL STUDIES

Social Studies Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Human Geography	1 Year	1	X			
World History Modern	1 Year	1		X		
United States History	1 Year	1			X	
Government & Social Issues	1 Semester	0.5				X
*Economics	1 Semester	0.5			X	X
*AP Psychology	1 Year	1				X
Cultural Geography of Southeast Asia	1 Semester	0.5			X	X
Popular Culture in American History	1 Semester	0.5				X
War & Conflict	1 Semester	0.5			X	X

This department aims to provide the students with the knowledge and intellectual skills and attitudes necessary for effective citizenship. The courses within the department increase the students' understanding of geography, history, economics, our legal system, politics, government, and human behavior. The department also develops and reinforces those skills necessary to gather, organize, evaluate and communicate information and ideas in order to work toward the resolution of human problems.

## Human Geography

This course will explore the emotional, political and physical significance that the physical place has on our sense of identity, belonging and individuality as human beings. Students engaged in this course will explore how geography impacts their everyday lives as well as the lives of people living elsewhere in the world. Some major units to be covered will be Religious Realms, Geography and Popular Culture, The Geography of Languages, and Political Patterns.

Credit: 1.0

**Students will be placed into one of the following Human Geography classes:**

	Review CRS	Focus CRS	Extend CRS
<b><u>Human Geography</u></b> : This course is designed for students whose skills are at benchmark for college readiness.	16-19	20-23	24-27
<b><u>*AP Human Geography</u></b> : This course is designed for students whose skills are above benchmark for college readiness. It offers a more in-depth study of human geography and will prepare students for the Advanced Placement exam, which may allow students to earn college credit.	20-23	24-27	28-32

## World History

The World History course is intended to provide a framework of ten chronological periods, from 10,000 BCE to the present, viewed through the lens of related course themes, and accompanied by a set of skills that clearly define what it means to think historically. The course is organized around these themes and skills instead of a perceived list of facts, events, and dates.

### **Course Themes:**

- 1: Interaction between Humans and the Environment
- 2: Cultural Developments and Interactions
- 3: Governance
- 4: Economic Systems
- 5: Social Interactions and Organization

## 6: Technology and Innovation

### Course Units:

Unit 0: Foundations 10,000 BCE to 1200 CE

Unit 1: The Global Tapestry 1200-1450 CE

Unit 2: Networks of Exchange 1200-1450 CE

Unit 3: Land Based Empires 1450-1750 CE

Unit 4: Transoceanic Interconnections 1450-1750 CE

Unit 5: Revolutions 1750-1900 CE

Unit 6: Consequences of Industrialization 1750-1900 CE

Unit 7: Global Conflict 1900 to present CE

Unit 8: Cold War and Decolonization 1900 to present CE

Unit 9: Globalization 1900 to present CE

### Prerequisite: Human Geography

Credit: 1.0

### Students will be placed into one of the following World History classes:

	Review CRS	Focus CRS	Extend CRS
<b><u>World History Modern:</u></b> This course is designed for students whose skills are at benchmark for college readiness.	20-23	24-27	28-32
<b><u>*AP World History Modern:</u></b> This course is designed for students whose skills are above benchmark for college readiness. It offers a more in-depth study of world history and will prepare students for the Advanced Placement exam, which may allow students to earn college credit.	24-27	28-32	32-36

### United States History

United States History is a one-year survey course of the significant political, economic, social, cultural, and diplomatic developments in American history from the initial settlement of American colonies through the modern day. Students will use primary and secondary document analysis to address major themes, including the changing nature of U.S. democracy, the changing face of American society, and the United States' changing role in the world.

### Prerequisites: Human Geography, World History Modern

Credit: 1.0

### Students will be placed into one of the following United States History classes:

	Review CRS	Focus CRS	Extend CRS
<b><u>United States History:</u></b> This course is designed for students whose skills are at benchmark for college readiness.	24-27	28-32	33-36
<b><u>*AP United States History:</u></b> This course is designed for students whose skills are above benchmark for college readiness. It offers a more in-depth study of US history and will prepare students for the Advanced Placement exam, which may allow students to earn college credit.	24-27	28-32	33-36

### Government and Social Issues (GSI)

This course will provide students with the knowledge to be effective citizens of the United States. Throughout the course an emphasis will be placed on the functions and responsibilities of local, state, and national government. Major units include an in-depth look at each branch of government; the role and function of political parties; current events; US foreign policy; and social issues facing our country today.

Credit: 0.5

## **ELECTIVES: Students are required to take 0.5 elective credit from the following courses**

### **\*Economics**

Economics is a class designed for the college-bound student, or for the student who has a strong interest in economic concepts. Course assignments and assessments are challenging and if the student chooses could be geared towards preparation for an optional AP Microeconomics Exam. Course topics include a brief introduction to economic basics and globalization followed by detailed units in supply and demand, micro- and macroeconomic concepts.

Credit: 0.5

### **\*AP Psychology**

AP Psychology is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students also learn about the ethics and methods psychologists use in their science and practice. To accomplish this, the course provides instruction in each of the following fourteen content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Through the course, students will be prepared to take the Advanced Placement exam for which they may receive college credit. This course is rigorous, fast-paced, and requires advanced reading and writing skills.

**Prerequisites: Human Geography, World History Modern**

Credit: 1.0

### **Cultural Geography of Southeast Asia**

Through the use of educational technology students enrolled in this course will enjoy a comprehensive study of Southeast Asian culture and geography. Students will attain global skills needed for the 21<sup>st</sup> century by exploring the culture of the people that live in Southeast Asia, including their religions, languages, ethnic groups, food, customs and contemporary issues. This will be a distance education course team-taught by teachers from Sa-nguan-Ying school, Lodi High School's sister school in Thailand.

**Prerequisite: Grade 11 or 12**

Credit: 0.5

### **Popular Culture in American History**

This course will explore American history through the lens of popular culture. The course will critically examine and analyze the development, growth, and influence of American popular culture and how that has influenced the modern interconnected world today. The course will encourage students to consider ways in which popular culture embodies ideas about gender, class, race and our nation in the modern era. Finally, the course explores the global dimensions of American popular culture in the 21<sup>st</sup> century.

Credit: 0.5

### **War and Conflict**

War and Conflict will expose students to major conflicts and global issues relevant in today's society. Students will become better acquainted with the necessary background on many of today's hottest topics in our society including: 1) Genocide, how it is defined, where and when has it happened, what has been the international response, and how can we prevent genocide in the future; 2) 20<sup>th</sup> and 21<sup>st</sup> Century wars and conflicts and the impact they have had on the modern world; 3) Economic Trade Wars and Globalization including NAFTA, the TPP, CAFTA, the EU, and Brexit; 4) Domestic Conflict focusing on Civil Wars and at what point does violence become necessary as a means for regime change. The focus of this class will be examining each topic from various perspectives, analyzing the evidence (especially primary sources), and coming to a conclusion about the best course of action.

**Prerequisite: Grade 11 or 12**

Credit: 0.5

# AGRICULTURE

Agricultural Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Agricultural Careers & Leadership	1 Semester	0.5	X	X		
Horticulture ES	1 Semester	0.5	X	X		
Small Animal Science ES	1 Semester	0.5	X	X		
WI Fish & Aquaculture	1 Semester	0.5		X	X	X
WI Wildlife & Forestry	1 Semester	0.5		X	X	X
Agribusiness Management	1 Semester	0.5			X	X
Agricultural Processing/ Food Science ES	1 Semester	0.5			X	X
*Biotechnology ES	1 Semester	0.5			X	X
Greenhouse Management	1 Semester	0.5			X	X
Landscaping	1 Semester	0.5			X	X
Large Animal Science	1 Semester	0.5			X	X
Vet Studies & Small Animal Care ES	1 Semester	0.5			X	X

The Agriculture program of Lodi High School is designed to give students the opportunity to pursue interests in the United States number ONE employer—AGRICULTURE! The agriculture industry employs over 23 million people in the U.S., which accounts for almost 20% of the nation's workforce! Within the broad scope of agriculture, there are eight career clusters for Agricultural Education: Agribusiness Systems, Animal Systems, Environmental Service Systems, Food Products and Processing Systems, Natural Resources Systems, Plant Systems, Power, Structural, Technical Systems, and Biotechnology Research and Development. These career clusters are covered in the agricultural classes offered. The information learned can be used not only for career exploration, but also for life skills and practical knowledge needed.

## ***ES (Equivalent Science) Courses:***

*These courses have been approved by DPI and accepted by the UW post-secondary institutions for science credit. The course will be recorded on the student's transcript with ES following the course title indicating it is equivalent to a half credit of science.*

## **Agricultural Careers and Leadership**

This course develops student leadership skills that the student can apply in everyday life. It will focus on personal skills development and team building activities in preparation for employment. Students will explore several agriculturally-related careers in the Lodi area to directly correlate their personal employability skills with the business community's expectations and needs. To recognize the globalization of agriculture, the students conduct a mock International Agricultural Food Symposium.

Credit: 0.5

## **Horticulture ES (Equivalent Science)**

The horticulture industry is one of the fastest growing areas in the agricultural field. The students will be introduced to plant anatomy and plant identification. Horticultural skills such as plant care, plant production, floral design, landscape management and greenhouse management will be developed at the introductory level. Students will raise a plant crop and create marketing plans for it. Students are also introduced to horticultural careers in the areas of landscaping, greenhouse management, and floral design.

Credit: 0.5

### **Small Animal Science ES (Equivalent Science)**

The focus of this class is to introduce students to the physical and behavioral characteristics of common pets and recreational animals. The purpose is to inform students of common practices, uses, and care of these animals. The pet industry and all of its facets has a large economic impact in the United States. As pet ownership increases so does the amount of money expended on pet services and supplies. Students will explore the many career opportunities available in this field and be introduced to the new careers being developed to fill the demands of today's pet owners. Students will learn about animals in society, animal welfare issues, classification and breeds of animals, anatomy, physiology, nutrition, reproduction, and animal behavior.

Credit: 0.5 This course will be offered in 2023-2024 and thereafter every other year

### **Wisconsin Fish & Aquaculture**

Aquaculture is one of the up and coming areas in agriculture. Students will raise fish to market size in an aquaculture system. Other topics covered in this course include Wisconsin fish species, taxidermy, boat safety, waterfowl, decoy painting, fly tying and fishing trips.

Credit: 0.5 This course will be offered in 2024-2025 and thereafter every other year

### **Wisconsin Wildlife & Forestry**

The objective of this course is to introduce students to management practices and ethical issues related to our Natural Resources. Students will explore topics on forestry management, sustainable forestry, wildlife management, hunting safety and issues, and conservation practices developed to protect the environment. Students will visit the school forest and wildlife preserves to learn more about careers in these areas.

Credit: 0.5 This course will be offered in 2023-2024 and thereafter every other year

### **Agribusiness Management**

This course is highly recommended for students enrolled in the Youth Apprenticeship program, FFA members with strong SAE programs and/or students interested in learning about managing their personal finances. Students will be introduced to business concepts and develop their own class cooperative. Concepts covered in this course include managing finances, acquiring credit, calculating depreciation, defining various types of business organizations, and developing a method of keeping financial records. This course covers the financial literacy standards and provides students with the basic knowledge needed to manage their personal and business finances.

**Prerequisite: One other agricultural class**

Credit: 0.5 This course will be offered in 2023-2024 and thereafter every other year

### **Agricultural Processing/Food Science ES (Equivalent Science)**

The main objective of this course is to introduce students to methods of food preservation and the effects of food additives, sugars, fats, colors, and flavors on food quality. Students will look at the science and chemistry involved in food processing and explore careers in the food industry. Emphasis will be placed on issues relating to food safety and genetically modified foods and consumer concerns.

Credit: 0.5 This course will be offered in 2024-2025 and thereafter every other year

### **\*Biotechnology ES (Equivalent Science)**

This course is designed to introduce students to the biotechnology revolution and its application to agriculture. Students will gain an understanding of genetic engineering, electrophoresis, biotechnology careers, and emerging technologies such as cloning and gene therapy. Student learning will focus around "hands-on" activities and discussion of social and ethical issues. This course is designed for students who wish to broaden their science background with experience in real life situations.

**Prerequisite: Biology**

Credit: 0.5



### **Greenhouse Management**

This course introduces students to the various types of careers in the horticultural industry including floral design, greenhouse crops, hydroponics, marketing, and office management.

The students will assist in growing a greenhouse crop, plant and maintain school gardens, create floral designs, tour retail and wholesale floral shops, and visit Olbrich Gardens.

**Prerequisite: Horticulture ES**

Credit: 0.5

### **Landscaping**

Landscaping is one of the fastest growing career areas. Students will learn how to design a landscape, properly install and maintain a landscape, and correct lawn maintenance. Much of the class time is spent at actual landscape sites applying the skills learned in class.

Credit: 0.5

### **Large Animal Science**

The purpose of this class is to inform students about management practices involved in producing livestock such as, beef cattle, dairy cattle, swine, and sheep. Units of study include nutrition, genetics, reproduction, breed identification, disease prevention, parasitology, facility maintenance, health care, and quality product production. Students enrolled in this course will have a better understanding of the meat industry and management practices utilized in the livestock industry.

**Prerequisite: Small Animal Science**

Credit: 0.5 This course will be offered in 2024-2025 and thereafter every other year

### **Vet Studies & Small Animal Care ES (Equivalent Science)**

A basic understanding of small animal breeds and anatomy is required for this course. The course includes units of study on animal handling and restraint, veterinary terminology, anatomical and physiological systems, clinical exams, hospital procedures, parasitology, diseases, posology, laboratory techniques, and office management. Students will be introduced to each of these areas to emphasize the many skills required for employability in a veterinary career. Students interested in veterinarian, vet tech, or research animal technician careers should consider this class.

**Prerequisite: Small Animal Science**

Credit: 0.5

# ART COURSES

Art Course Offerings							
Courses	Course Length	Credit	Fee	9	10	11	12
Art 1	1 Semester	0.5	\$10.00	X	X	X	X
Ceramics 1	1 Semester	0.5	\$13.50	X	X	X	X
Photo 1	1 Semester	0.5	\$20.00	X	X	X	X
Ceramics 2	1 Semester	0.5	\$13.50		X	X	X
Drawing	1 Semester	0.5	\$5.00		X	X	X
Painting	1 Semester	0.5	\$10.00		X	X	X
Photo 2	1 Semester	0.5	\$20.00		X	X	X
Film Appreciation	1 Semester	0.5	0			X	X
Independent Studio	1 Semester	0.5	0			X	X

Fees listed above are for the 2022-23 school year. They are subject to change for the 2023-24 school year.

## **Art 1**

This foundation course covers a variety of art making techniques such as drawing, painting, sculpting and printmaking while using and learning about many different materials.

Exploration of art movements, artist styles and works of art closely related to the Art Elements will be a mainstay. The Art Elements are the foundation of all works of art and help students understand these works, analyze, problem-solve and practice. The activities taught and knowledge gained will instill these foundations before students move on to advanced level art courses.

Credit: 0.5

## **Ceramics 1**

Students will explore different hand building techniques such as pinching, slab building, coiling, molding and the beginning levels of wheel throwing. We will also explore decorating techniques, and the aesthetics of pottery and ceramics. The history of ceramics, ceramic artists and famous works of art will be researched throughout the course.

Credit: 0.5

## **Photo 1**

Students will learn the basic concepts of digital photography, such as how the camera works, depth of field, shutter speed, lighting, composition, color balancing and building the perfect shot. Students will be introduced to Adobe Photoshop Elements, and learn the basic aesthetics of creating and altering an image by layering and other actions. Students will also learn about the history of photography, various photographers and their work.

**Prerequisite: Art 1**

Credit: 0.5

## **Ceramics 2**

Students will continue their hand building skills, and start to create an advanced level of work. Students will also further practices in wheel throwing and have the opportunity to create utilitarian objects such as cylinders (cup), bowls, pitchers, plates, and tea pots, if they are willing to work hard.

**Prerequisite: Ceramics 1 (Must have earned a B or higher)**

Credit: 0.5

## **Drawing**

This course will concentrate on techniques and exercises that aid in drawing realistically what one sees. Learning to use and experiment with a variety of media (pencil, chalk, charcoal, ink, wash, etc.) will constitute an important part of this introductory, fast-paced drawing experience. One hasn't really seen something until he/she attempts to draw it accurately!

**Prerequisite: Art 1 (Must have earned a C or better in Art 1)**

Credit: 0.5

## **Painting**

Students will explore painting techniques and creative solutions to creating well-crafted, thoughtful works of art. Color theory and relationships will be taught and practiced throughout the semester using acrylic and watercolor paints.

**Prerequisite: Art 1 (Must have earned a C or better in Art 1)**

Credit: 0.5

## **Photo 2**

Students will extend their photo practices and knowledge through further exploration and advanced projects. Students will have the opportunity to learn darkroom techniques, as well as digital media and Adobe programming. This is for students who had a successful experience in Photo I to enhance their skills and develop a higher level of artwork.

**Prerequisite: Art 1 & Photo 1 (Must have earned a C or better in Art 1 and a B or better in Photo 1)**

Credit: 0.5

## **Independent Studio**

This class is meant to give advanced artists the freedom to expand their learnings and experiences from their prior studio courses.

- Students will be able to develop and establish themselves as artists.
- Students will be more innovative in designing their curriculum.
- Students will be able to work with other students at their level and help one another develop their work.
- Students will be able to use preferred mediums - clay, photography, drawing, painting, printing, sculpting, etc.
- Students will create art journals and blogs.
- Students will study art history and art practices more in depth.

**Prerequisite: Art 1, Ceramics 1, Photo 1, Painting and Drawing (Must have earned A- or higher)**

Credit: 0.5

# BUSINESS & INFORMATION TECHNOLOGY EDUCATION

Business & Information Technology Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Keyboarding and Online Tools	1 Semester	0.5	X	X		
Exploring Computer Science	1 Semester	0.5	X	X		
Business Concepts	1 Semester	0.5	X	X		
Sports and Entertainment Marketing	1 Semester	0.5		X	X	X
Computer Applications – MS Office Suite Certification	1 Year	1.0		X	X	X
Accounting	1 Year	1.0		X	X	X
AP Computer Science Principles	1 Year	1.0			X	X
College and Career Readiness	1 Semester	0.5			X	X

## **Keyboarding and Online Tools**

Keyboarding and Online Tools is the perfect opportunity for students who would like to increase their keyboarding speed and learn about the many online applications available to modify pictures, create videos, and present online. Students will also learn about available Google Applications for Education and will be introduced to MS Office software like Word, Excel and PowerPoint. An emphasis on keyboarding technique and the proper “touch method” (no looking at fingers, correct finger placement) will be reinforced daily.

Credit: 0.5 This course will be offered in 2024-2025 and thereafter every other year

## **Exploring Computer Science**

This introductory course starts by defining computing and learning the basic parts of a computer. Students also will learn how to systematically solve hardware and software problems. Most of the course is spent learning a variety of programming languages and using that knowledge to code video games and animations. This course prepares a student for AP Computer Science Principles.

Credit: 0.5 This course will be offered in 2023-2024 and thereafter every other year

## **Business Concepts**

This course is designed to introduce students to a variety of business concepts. Topics will include economics, marketing, international business, banking and finance, and business management.

Credit: 0.5

## **Sports and Entertainment Marketing**

This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. This course is based on the business and marketing core that includes communication skills, distribution, marketing information management, pricing, products/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and entertainment marketing industries.

**Prerequisite: Business Concepts or consent of instructor**

Credit: 0.5

### **Computer Applications - MS Office Suite Certification**

Students at all levels of computer proficiency will be challenged in Computer Applications. The class will provide students with a workable knowledge of the Microsoft Office Suite of programs. Students completing Computer Applications will have the opportunity to earn the Microsoft Office Suite certification

**Prerequisite: Keyboarding and Online Tools or consent of instructor**

Credit: 1.0 This course will be offered in 2023-2024 and thereafter every other year

### **Accounting**

This course covers the complete accounting cycle as it relates to keeping records of personal and business transactions for tax purposes. It is recommended for both vocational and college-bound students and is highly recommended for Business Concepts students and students interested in a career in computers or data processing. Computerized accounting is introduced in this class.

**Prerequisite: Business Concepts or consent of instructor**

Credit: 1.0

### **AP Computer Science Principles**

This year long Advanced Placement course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Students will be coding in a variety of languages based on current trends.

**Prerequisite: Exploring Computer Science or consent of instructor and Math 3**

Credit: 1.0 This course will be offered in 2024-2025 and thereafter every other year

### **College and Career Readiness**

This course provides a challenging adventure in learning and self-discovery to help learners prepare for college and/or career. The learner will develop self-awareness, build relationships, and be empowered to make effective choices in college and career decisions. A variety of skills will be applied to promote success in high school and readiness for college/career. Students will learn how to create resumes, cover letters, and other professional documents. In addition, students develop interviewing skills through a variety of scenarios.

**Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade**

Credit: 0.5

# WORLD LANGUAGE

## World Language Department Course Offerings

Courses	Course Length	Credit	9	10	11	12
Spanish 1	1 Year	1	X	X		
Spanish 2	1 Year	1	X	X		
*Spanish 3	1 Year	1		X	X	X
*Spanish 4	1 Year	1		X	X	X
*Spanish 5	1 Year	1			X	X
Spanish Language Arts For Heritage Speakers	1 Year	1	X	X	X	X

Spanish is a language arts course with its emphasis on communication through reading, listening, speaking, and writing; grammar and vocabulary, and Spanish-speaking cultures in general. Spanish is the second most spoken in the United States. Students who fail or do not complete the first ½ credit of a one-credit Spanish course are not allowed to take the second ½ credit until they retake and pass the first. In order to build skills, any Spanish course may be repeated with department consent. If a student has a B or better at any level, s/he may not repeat a course. UW-Madison, as well as some private and out-of-state colleges, require two years of a single foreign language for admission. It is recommended that you check with universities/colleges to see entrance requirements regarding foreign language credits.

### **Spanish 1**

This course covers the fundamental principles of Spanish, through grammar, idiomatic expressions, vocabulary and spelling. It provides a basic knowledge of the Spanish language and has a cultural focus on Spain at the HS and Mexico and Spain at the MS.

**Prerequisite: C or better in English 8 or Literature & Composition**

Credit: 1.0

### **Spanish 2**

This course continues the students' mastery of Spanish grammar and vocabulary, along with communication skills. It covers the culture of Spanish-speaking countries found in South America.

**Prerequisite: Students must have B- or better in MS 8th grade Spanish 1 or in HS Spanish 1.**

Credit: 1.0

### **\*Spanish 3**

This course is designed to improve language usage in a practical manner, by means of group conversations, reading and writing. The emphasis is on Spain's culture, through classical literature.

**Prerequisite: Students must have a C or better in both semesters of Spanish 2.**

Credit: 1.0

### **\*Spanish 4**

This course is designed to strengthen communication skills (reading, listening, speaking, writing) and improve language usage by reviewing concepts taught in Spanish 1-3 and to build onto the grammar with more details. The class is predominantly taught in Spanish. The cultural focus will be on culture and current events from countries found in Central America and the Caribbean.

**Prerequisite: Students must have a C or better in both semesters of Spanish 3.**

Credit: 1.0

### **\*Spanish 5**

This is a course for advanced Spanish students to help prepare them for future Spanish studies. Students will refine their listening comprehension, reading comprehension, and their writing and speaking skills through the exploration of contemporary cultural and literary topics from all Spanish speaking countries. Students will develop their skills in Spanish, toward a deeper understanding and appreciation of cultural differences.

**Prerequisite: Students must have a B or better in both semesters of Spanish 4.**

Credit: 1.0

### **Spanish Language Arts for Heritage Speakers**

This course is designed to help heritage Spanish/English speakers develop both language and cultural bi-literacy in an environment where students' background knowledge and personal experiences are valued and utilized. Students will refine their communication skills with project based activities based on themes and individual goals. This course may be repeated.

**Prerequisites: Advanced fluency in oral Spanish and desire to become bi-literate.**

Credit: 1.0

# MUSIC

Music Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Symphonic Band	1 year	1.0	X	X		
Wind Ensemble	1 year	1.0			X	X
Chorale	1 year	1.0	X	X	X	X
Treble Choir	1 year	1.0	X	X	X	X
Chamber Choir	1 year	1.0	X	X	X	X
Independent Study Music Theory	1 year	1.0				X

The Music Department offers courses to include the study of music history, theory, technical skills, and the experience of participating in a performing ensemble. The ensembles are sequential in design for the student who is pursuing a post-graduate career in music with structural emphasis on building a solid musical foundation in theory as well as in practice. In addition, the courses offered provide for the student wishing to experience musical appreciation and provide an element of fun and enjoyment.

## **Symphonic Band**

A variety of music, including pop tunes and the classics, are explored and performed. Marching Band, Pep Band, solo/ensemble participation, study of theory, and history are subjects explored by the more mature, musically capable, symphonic band/wind ensemble student. These groups maintain a rigorous performance schedule. Attendance at all performances and one weekly group lesson are required. Field trips may be organized for this band.

**Prerequisites: Rented or owned instrument.**

*Fees: Rental of school owned instruments (oboe, bassoon, French horn, saxophones, baritone, tuba, percussion) \$50 for percussion, \$60 for brass/wind per year.*

Credit: 1.0

## **Wind Ensemble**

A variety of music, including pop tunes and the classics are explored and performed. Marching Band, Pep Band, solo/ensemble participation, study of theory, and history are subjects explored by the more mature, musically capable, symphonic band/wind ensemble student. These groups maintain a rigorous performance schedule. Attendance at all performances and one weekly group lesson are required.

Field trips may be organized for this band.

**Prerequisites: Rented or owned instrument, consent of instructor and placement by assessment.**

*Fees: Rental of school owned instruments (oboe, bassoon, French horn, saxophones, baritone, tuba, percussion) \$50 for percussion, \$60 for brass/wind per year.*

Credit: 1.0

## **Chorale**

Chorale is a year-long class, open to students in grades 9-12. No prior choral experience is required, but students should be motivated to sing, perform, and have a desire to learn about their voice. Learning targets for this course emphasize the basics of vocal technique, sight-reading, music theory, and music history. Music chosen for study/performance will include sacred and secular literature from a variety of cultures, styles, and time periods. Students are expected to perform as members of Chorale in three evening concerts throughout the year (December, March, and May) as a major part of their grade.

Credit: 1.0



### **Treble Choir**

Treble Choir is a year-long intermediate level class, open to students in grades 9-12, with voices in the soprano or alto register. Learning targets for this course focus on developing a deeper understanding of vocal technique, music theory, and music history. Music chosen for study/performance will include sacred and secular literature from a variety of cultures, styles and time periods. Students are expected to perform as a member of Treble Choir in three evening concerts throughout the year (December, March, and May) and are encouraged to participate in additional performance opportunities as they arise.

**Prerequisite: Chorale or consent of instructor**

Credit: 1.0

### **Chamber Choir**

Chamber Choir is a year-long upper level class offered to all students in grades 9-12 who have passed an audition with the instructor. Learning targets for this course are aimed at students determined to progress technically and musically. Music chosen for study/performance will include sacred and secular literature from a variety of cultures, styles and time periods. Students are expected to perform as a member of Chamber Choir in three evening concerts throughout the year (December, March, and May) and are encouraged to participate in additional performance opportunities as they arise.

**Prerequisite: Audition and consent of instructor**

Credit: 1.0

### **Independent Study Music Theory**

Independent Study Music Theory is a year-long advanced level class open to 12<sup>th</sup> grade students who plan to major in music after high school. The goal of this course is twofold: to help prepare students for their School of Music audition (which occurs during senior year) and to lead students through a study of advanced music theory topics. Similar to an AP Music Theory course, the foundation of knowledge presented will provide students with the opportunity to develop, practice, and master advanced music theory skills essential to success in their college music theory coursework.

**Prerequisite: Consent of instructor**

Credit: 1.0

# PHYSICAL EDUCATION AND HEALTH

Physical Education & Health Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
PE 9	1 Semester	0.5	X			
^Strength Training	1 Semester	0.5	X	X	X	X
^Outdoor Activity	1 Semester	0.5	X	X	X	X
^Individual PE	1 Semester	0.5	X	X	X	X
^Fitness for Life	1 Semester	0.5	X	X	X	X
^Team Sports	1 Semester	0.5	X	X	X	X
^Lifeguard/WSI (S1)	1 Semester	0.5		X	X	X
^Unified PE	1 Semester	0.5		X	X	X
Health	1 Semester	0.5	X	X		
*Healthy Lifestyles	1 Semester	0.5		X	X	X

^ = must pass PE 9 first    \* = must pass Health first

The Physical Education and Health Department of Lodi High School have developed a curriculum that promotes a variety of lifetime activities to meet the needs of the entire student body.

**Students must take physical education in three different years of high school. All 9<sup>th</sup> graders must pass PE 9 before they are allowed to advance to any other course.**

To fulfill the remaining one credit required for graduation, students must take two DIFFERENT courses.

All courses will include a cardio section, skills tests, written tests, Fitness Gram tests and heart rate monitors.

**Students may repeat courses as electives. Students may take a maximum of two PE classes per year.**

## Physical Education 9

\*Can include any activity from the courses listed below.

\*All 9<sup>th</sup> graders must pass PE 9 before they are allowed to advance to any other course

**\*\*\*THE COURSES MAY NOT COVER ALL THE ACTIVITIES LISTED\*\*\***

## Strength Training and Conditioning

Weightlifting

Agility

Cardio fitness

Core training

Plyometric training

Run/Sprint

## Outdoor Activity

Snowshoe

Curling

Archery

Cross-Country ski

Snowboard/downhill ski

Ice skating

Broomball

Swim

Hike/camp/orienteering

Canoe

Fishing

**\*Some activities may have off-campus fees**

**\*Dress for the weather - Must have boots, snow pants, gloves, hat and jacket.**

### **Fitness for Life**

Yoga

Kickboxing

Strength and conditioning workouts

Aerobics

Core training

Swim/Pool workouts

Boot camp activities

Snowshoeing

**\*Some activities may have off-campus fees**

### **Individual PE**

Frisbee golf

Weights/Cardio/Fitness Activities

Self-defense

Badminton

Swim/Scuba

Golf

Tennis

Bowling

Pickleball

Biking

Snowshoeing

**\*Some activities may have off-campus fees**

### **Team Sports**

Basketball

Football

Softball

Lacrosse

Ultimate Frisbee

Volleyball

Swim

Speedball/Soccer

Mat Ball

Floor Hockey

### **Lifeguard Training / Water Safety Instruction Course**

Cost \$90 includes: American Red Cross certification cards

Max size limit 14

Credit: 0.5

Students will have the opportunity to become certified through the American Red Cross in: Lifeguard Training, Water Safety Instructor, CPR, AED, and First Aid.

Course requirements:

1. Must be 16 years old by the end of the course (Early June).
2. Swim 300 yards continuously.
3. Tread water for 2 minutes using only the legs.
4. Swim front crawl, back crawl, breaststroke, elementary backstroke, and sidestroke 25 yards.
5. Swim butterfly 15 yards.
6. Maintain position on back for 1 minute in deep water (floating or sculling).

7. Complete a timed event within 1 minute 40 seconds.
  - Start in water, swim 20 yards.
  - Surface dive to a depth of 7-10 feet to retrieve a 10 pound object.
  - Return to surface with 10 pound object and swim 20 yards back to starting point with both hands on the object. Face is out of the water or near the surface so they can breathe.
  - Get out of the water without using the steps or ladder.

### **Unified PE**

Unified Physical Education is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Students with and without disabilities will participate in units such as biking, team building, swimming, basketball, fitness/weightlifting, gold and more! Assessments will include Fitness Gram tests, weekly summaries, group projects, and overall participation.

**Prerequisite: Must pass PE 9 and must apply to be in class**

Credit: 0.5

### **Health**

This course is offered to help students acquire a working knowledge and understanding of current health issues that are pertinent in today's society. Some of the areas studied are what is health?, consumer health, environmental health, nutrition, family life education, drug and alcohol use and abuse, mental health, and CPR/AED. Small discussion groups, outside resources, projects/activities, and presentations by community members are components of the various units.

Credit: 0.5

### **Healthy Lifestyles**

In this class students will explore child development through in-class discussions, activities, and mentoring projects. Students will analyze the aspects of mental and emotional health and apply the principles of health and wellness to their own life.

**Prerequisite: Must pass Health first.**

Credit: 0.5 (elective credit)

## **LIFE SKILLS**

<b>Life Skills Course Offerings</b>						
<b>Courses</b>	<b>Course Length</b>	<b>Credit</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Financial Literacy	1 Semester	0.5			X	X
*Youth Apprenticeship	1 Year	1			X	X

### **Financial Literacy**

This course involves the study of the consumer in the marketplace. Emphasis is placed on personal finance, including managing income, balancing a checking account and establishing a positive credit rating. In addition, the course will focus on consumer law related issues including personal injury lawsuits, contracts and debtor protection. **This course is required for graduation.**

Credit: 0.5

### **Youth Apprenticeship**

Youth Apprenticeship is a program designed to provide 11<sup>th</sup> and 12<sup>th</sup> grade students with the opportunity to prepare for a career while still in school. While in the program, students will take high school classes required to meet graduation requirements. They will also have one class each semester in the occupational area of their youth apprenticeship program. This program requires a signed contract. Categories include: Agriculture, Food and Natural Resources; Architecture and Construction; Health Services; Hospitality, Lodging, and Tourism;

Finance; Information Technology; Manufacturing; Science, Technology, Engineering, and Math; and Transportation, Distribution, and Logistics.

**Prerequisite: Consent of Instructor**

Credit: 0.5 credit for each time the course is taken

## STEAM EDUCATION

Students in STEAM Education will use skills from science, technology, engineering, art, and mathematics to design and create projects within our Smart Lab. A Smart Lab is a fully equipped STEAM Education environment designed for creating and inventing. Students will engage in robotics, 3D printing, software engineering, digital animation, circuitry, digital media editing, engineering, and much, much more. The options for inventing and creating within a Smart Lab are limitless. We offer three levels of STEAM Education. STEAM 1 and 2 are designed to provide a broad overview of the Smart Lab and what it has to offer. STEAM Project Development is for students wanting to focus on specific projects for an entire semester.

### **STEAM 1**

In this introductory course, students will explore and apply a wide range of technologies and software through project-based learning experiences. Students develop and practice real-world skills such as problem-solving, collaboration, project-planning and communication. Systems of technology explored include (1) Mechanics and Structures, (2) Computer Graphics, (3) Scientific Data and Analysis, (4) Digital Communications, (5) Alternative and Renewable Energy, (6) Robotics and Control Technology, (7) Circuitry, and (8) Software Engineering. **This course is required for graduation.**

Credit: 0.5

### **STEAM 2**

In this continuation course, students who have successfully completed STEAM 1 will continue to explore and apply a wide range of 21<sup>st</sup> Century Skills through project-based learning experiences. Students develop and practice real-world skills such as problem-solving, collaboration, project-planning and communication. Systems of technology explored include (1) Mechanics and Structures, (2) Computer Graphics, (3) Scientific Data and Analysis, (4) Digital Communications, (5) Alternative and Renewable Energy, (6) Robotics and Control Technology, (7) Circuitry, and (8) Software Engineering.

**Prerequisite: STEAM 1**

Credit: 0.5

### **STEAM Project Development**

In this advanced course, students interested in Science, Technology, Engineering, Art, and Math will combine a wide range of technologies. Projects will be more substantial and in-depth. Students will be expected to maintain an ePortfolio for both daily work and final presentation, and a project plan for each project.

**Prerequisite: STEAM 1 and STEAM 2**

Credit: 0.5

# SPECIAL EDUCATION

The School District of Lodi will provide all students who have special educational needs with experiences that increase proficiency in social, academic and vocational domains. The needs of individual students will be determined as the result of ongoing academic, vocational, communication, physical, behavioral and social assessments. Each student's program, including related and supportive services, will be specified in the Individual Education Program (IEP) and will be updated annually. Educational experiences will be offered in the least restrictive environment by supporting students in regular education classes and instructing students in special education classes. Students within the Special Education Program will be provided with sequential and systematic instruction to prepare them with necessary skills to function within the school, home and community. All special education programs will be provided in accordance with federal rules and regulations, Department of Public Instruction standards, Board of Education policies and administrative procedures.

**Prerequisite: Referral, Placement and IEP**

## TECHNOLOGY EDUCATION

Technology Education Department Course Offerings						
Courses	Course Length	Credit	9	10	11	12
Home Maintenance	1 Semester	0.5	X	X		
Manufacturing 1	1 Semester	0.5	X	X		
Intro to FabLab	1 Semester	0.5		X	X	X
*Manufacturing 2	1 Semester	0.5		X	X	X
Building Construction	1 Semester	0.5			X	X
CAD	1 Semester	0.5			X	X
*Advanced CAD	1 Semester	0.5			X	X
Small Engines	1 Semester	0.5			X	X

All Technology Education classes are designed to develop safe employability skills in architecture, construction, design, energy, engineering, manufacturing, quality assurance, and transportation systems.

### **Home Maintenance**

This course is offered to students to provide an introduction to the common repairs that arise from home ownership. These common repairs include drywall, electrical, plumbing, tile, concrete, window replacement, screen repair, door installation, along with some basic skills in the woodworking area.

The home building unit will give the student an overview of house construction, floor plan layout, interior design techniques, and estimating house repairs/renovations.

Credit: 0.5

### **Manufacturing 1**

This course introduces students to the fundamentals of manufacturing technologies. Students will be introduced to lab safety, print reading, measuring techniques, basic drafting/design, and the use of basic tools/equipment used in the manufacturing environment. Students will gain experience in technical processes associated with metal, wood, and composites. Students must pay the cost of materials for any individual projects.

Credit: 0.5

### **Introduction to FabLab**

In this course, students will use state of the art equipment to engineer and fabricate projects. Students will develop problem-solving and labor skills that are very valuable to future employers.

In Intro to FabLab, students will complete projects directly related to computer controlled fabrication technologies such as: 3D printing, laser engraving/cutting, CNC Milling, CNC Plasma cutting, robot programming, CAD 3D Modeling, electronic circuit building, plastic fabrication, and vinyl cutting.

Students will examine the many careers related to FabLab technologies such as engineering, science, mathematics, art, graphic design, electronics, and entrepreneurship.

**Prerequisite: STEAM 1**

Credit: 0.5

### **Manufacturing 2**

In this course, students will further study the many materials and processes used in the manufacturing industry. Students will have the opportunity to demonstrate and refine skills acquired in welding, woodworking, and metal fabrication. Students will complete advanced individual projects in the areas of woods, metals, and plastics. Students must pay the cost of materials for any individual projects.

**Prerequisite: Manufacturing 1**

Credit: 0.5

### **Building Construction**

This course will introduce students to basic building construction techniques and concepts. In the area of building construction, students learn to safely use the basic tools and machines used in the construction industry. Students will learn about mixing, pouring and finishing concrete; will learn about basic masonry tools, equipment, and techniques; will build a deck, stud walls, rafters/trusses, install doors and windows, shingle a roof and do the necessary finish work needed to complete a building structure/model. Students will also learn to read basic blueprints, estimate, order materials for a building and determine the costs.

Credit: 0.5

### **CAD**

In this course, students will be introduced to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science and mathematics. Topics include: sketching, reading blueprints, measuring scales, computer-aided design, orthographic projection, dimensioning, and 3-D Solid Modeling.

Credit: 0.5

### **Advanced CAD**

This course covers the 2D/3D mechanical and architectural design process through the use of AutoCAD, Inventor, Sketchup, and other computer software. Students will complete advanced CAD drawings, renderings, and working 3D models for a display. Students will also prepare and hand in a portfolio of all their drawings and models for evaluation. Students will also facilitate the FabLab by fulfilling job requests from our community, school district, and businesses.

**Prerequisite: CAD**

Credit: 0.5

### **Small Engines**

This course covers the operation of small two and four cycle internal combustion engines. Some areas covered in this course will include: internal combustion engines, proper care and maintenance, and rebuilding procedures for small engines. We will study and work with appropriate tools, materials and equipment, along with fuel, ignition, mechanical, and lubrication systems related to those engines. The application of those engines to certain devices and/or vehicles will also be discussed.

Credit: 0.5

## SENIOR PRIVILEGES - Student Mentor/Teacher Aide and Senior Release Information

### Student Mentor/Teacher Aide

A **Student Mentor** will have interaction with students (typically in a tutoring capacity) while a **Teacher Aide** will help primarily with non-student responsibilities. Students may be a Student Mentor or Teacher Aide for a total of two (2) blocks during the school year and cannot have more than one (1) Student Mentor or Teacher Aide per day. Please contact a counselor for details about the application process.

To be eligible for the privilege of Student Mentor or Teacher Aide, a student:

- Must have an academic course during the same day for which you are requesting to be a Teacher Aide
- May be dropped (with an "F") from the course if you are not meeting the attendance or performance expectations

This is a pass/fail course only. No letter grade is given.

Credit: 0.5 (per block; maximum of 1.0 credit for the year)

### Senior Release

**Senior Release period is allowed a maximum of 4 times per year (once per day for each semester) and is restricted to 1<sup>st</sup> Block or 4<sup>th</sup> Block.** This is a time to demonstrate increased responsibility for oneself and positive time management. Senior Release privilege means that a student is able to either arrive at the end of 1<sup>st</sup> Block or leave after 3<sup>rd</sup> Block. There is no staff supervision of this release time, rather the student (with the parent's consent, even for 18 year-olds) is allowed to leave campus and use the time as s/he chooses. If a student should choose to remain on campus to study or to access resources on a particular day, this must be approved by the administrative or counseling staff. (This is to keep track of students/others in the building in case of an emergency.) **STUDENTS MUST SIGN IN** (upon arrival after 1<sup>st</sup> block) or **SIGN OUT** (before leaving school after 3<sup>rd</sup> block).

Applications can be found in the Counseling Office. Please print, fill out completely, and return applications to the Counseling Office.

To be eligible for the privilege of Senior Release, a student:

- Must be on track for graduation
- Must have at least one academic course at the time/semester of privilege
- Must give written explanation of how this release period will be useful to you and/or why you would like this privilege. (Please see the Senior Release application form)

Approval for Senior Release is given by the principal. A student with discipline or attendance issues **likely will not** receive this privilege.

**NOTE:** *If students on Senior Release are found to be no longer meeting the above expectations, they may have Senior Release revoked temporarily or be scheduled into classes for those periods.*

## STANDARDIZED TESTING INFORMATION

### PreACT Secure

9<sup>th</sup> and 10<sup>th</sup> grade students take the state-mandated PreACT Secure test each spring, which evaluates students' college readiness and also provides information to help students and their parents focus on career preparation and improving academic achievement.



## ACT

The ACT may be used as a factor for admission depending upon the school. 11<sup>th</sup> grade students take a state-mandated ACT at LHS in late February/early March, and there is no cost to students for this test date. Students may choose to take the ACT multiple times. The test is offered nationally several times during the year (see dates below). Students register for national test dates by going to [www.act.org](http://www.act.org) and providing the information requested.

2023-2024 ACT National Test Dates	
Projected ACT Test Dates & Registration Deadlines	
Test Date	Registration Deadline
September 9, 2023	August 4, 2023
October 21, 2023	September 15, 2023
December 9, 2023	November 3, 2023
February 10, 2024	January 5, 2024
April 6, 2024	March 1, 2024
June 8, 2024	May 3, 2024
July 13, 2024	June 14, 2024

## PSAT

The PSAT is offered in October to interested 10<sup>th</sup> and 11<sup>th</sup> grade students. This test is used as the National Merit Scholarship Qualifying Test as well as practice for the SAT. Approximately 50,000 students receive recognition out of the approximately 1.6 million students who take the test each year. Generally, a student must score in the top 3% nationally to receive recognition. Approximately 7,500 students receive a scholarship.

## SAT

Students should check the admission requirements of the schools to which they are interested in applying to find out whether or not the SAT is required. It is used more frequently by schools on the east and west coasts and is not necessary for many colleges in the Midwest.

## POST-SECONDARY INFORMATION

### WISCONSIN TECHNICAL COLLEGE SYSTEM

WTCS has 16 colleges and 50 campuses throughout the state. WTCS has a variety to meet the needs of most interested students. There are more than 500 career programs offered. No WTCS program requires more than two years of full-time study and many require less than a year. Courses are offered through a variety of delivery methods. More information about the Wisconsin Technical College System can be found online at [www.wtcsystem.edu](http://www.wtcsystem.edu)

## TECHNICAL COLLEGE DEGREES

### Associate Degrees

Two-year programs that combine technical skills with math, communications and social sciences.

### One and Two-Year Technical Diplomas

Hands-on learning of occupational skills.

## **Short-Term Programs**

Occupational programs of less than one year.

## **Liberal Arts Transfer Program**

The first two years of a four-year baccalaureate college education. These credits readily transfer to four-year institutions. Students are guaranteed to be able to transfer to the UW System by earning a minimum of 64 credits in the Liberal Arts Transfer program and maintaining a 3.0 grade point average.

## **Advanced Technical Certificate**

Students earn nine to 12 credits to receive a certificate that meets the needs of employers seeking highly skilled workers in business, health, and trade and industrial fields. At least six of these credits are in advanced content beyond the associate degree.

## **Apprentice-Related Instruction**

Classroom training is provided for registered apprentices while they receive on-the-job training from their employer.

# **UNIVERSITY OF WISCONSIN SYSTEM**

## **Applying For Admission**

The University of Wisconsin System Application for Undergraduate Admission is a standard application form, which can be used to apply for admission to any UW System campus. The application can be found online at [apply.wisconsin.edu](http://apply.wisconsin.edu). Applicants for admission to a UW System institution are required to submit official high school transcripts and official college or university transcripts from all institutions previously attended.

## **When to Apply**

The UW System starts accepting applications on August 1<sup>st</sup> each year. Application priority dates and deadlines vary from campus to campus, and sometimes among different programs at one campus. Students are encouraged to apply early in the fall of their senior year.

## **Holistic Admission Process**

The UW System uses a holistic admission process, meaning that they are using a number of factors in their decision making process. Admission factors include, grade point average, rigor of classes (particularly the 12<sup>th</sup> grade), extracurricular activities, community service, work experience, and a personal statement. Students may choose to include standardized test scores (ACT) as part of their applications. UW-Madison also requires students to submit one letter of recommendation from a teacher along with their application. Admission requirements vary from one school to another; students should check the specific admission guidelines for the college(s) to which they plan to apply. More information about the UW System can be found at [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu).

**College-level work requires** strong reading, writing, and math skills, so taking high school courses that help develop those skills will be beneficial.

**The following required high school courses** are the minimum that you'll need to enter a UW System campus. Some campuses require more.

- 4 years of English, including composition and literature.
- 3 years of mathematics, including Integrated Math 1, 2, and 3
- 3 years of natural science, including one or more units of laboratory science such as biology, chemistry, or physics.
- 3 years of social science, including history.

- 4 years of electives from the above areas, foreign language, fine arts, computer science, or other areas.

We strongly advise taking two years of a single foreign language as some UW System schools may require them for admission and/or for graduation.

## **FINANCIAL AID AND SCHOLARSHIPS**

### **FAFSA**

The Free Application for Federal Student Aid may be started beginning October 1<sup>st</sup> of senior year. The application deadlines for financial aid vary by school. More information about the FAFSA can be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### **Scholarships**

Scholarship applications are often available throughout the senior year. Scholarship information can be found on the High School Counseling website.