

Spooner High School



2025 - 2026 Railroad Map

"Conducting Excellence - Engineering Opportunities"

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PLANNING YOUR FUTURE

The material in this handbook has been prepared by the Counseling Department to aid students in planning their educational program. Its contents should be carefully reviewed by parents and students so that both are familiar with the classes and programs that are available.

The sections you find in this guide provide important information about registration, special programs, graduation requirements, and preparation for college and the world of work. You will find a description for each course, the necessary prerequisites, and a guide for choosing electives according to your career interest.

The future and success of our students will be partially determined by the educational program completed during high school. The decisions that are made now will be very important in future years. Choices should be made through careful consideration by you and your parents. Your high school counselor and/or your Rails Time Advisor will also help you complete your pre registration worksheet. Your decisions will and should be influenced by:

1. Your personal choice, based on your ability, past performance, and desire.
2. Your parent's suggestions; they too are vitally interested in your future plans.
3. Post high school training requirements: This might include entrance requirements at college, nursing school, vocational school or whatever your choice.

If you have questions after reviewing this guide, please consult with your counselor and current teachers to obtain input regarding course options. Their advice will be invaluable. You are encouraged to discuss and research your plans with your advisory teacher and the Counselor on a regular basis. Every effort will be made to help you decide on the best possible high school program of study, based on your abilities, likes, past achievements and chances for success.

We are thrilled to have you here at Spooner High School and wish for your continued success in your educational endeavors.

Sincerely,

Pete Schroeder, Principal

Dawn Meyers, Counselor

Note: It is the policy of the Spooner School District that no person may be denied admission to any public school in this district or be denied participation, be denied the benefits of, or be discriminated against in any curricular, pupil service, recreational, or other program or activity because of the person's age, religion, arrest or conviction records, sex, race, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap.

SCHEDULING OF CLASSES

IMPORTANT THINGS TO REMEMBER

This course description book will help you plan your four-year high school career at Spooner High School. It is our hope that your planning will be based on career aspirations and interests. The time you spend planning your schedule will ensure you reach your goals. Courses that are listed as 0.5 credits will meet for one term. Courses that are listed as 1.0 credits will meet for two terms/one semester.

The courses that will be offered at Spooner High School during the 2025-2026 school year are courses that are selected by the students during the future scheduling process the year prior. If during final registration too few students select a course, it will be cancelled and the student(s) impacted will be rescheduled into his/her alternate elective course(s).

Courses selected by the student are the courses that the student will be required to attend next year. Students are advised to choose their courses carefully. All Spooner High School students will be registered for classes based on the future scheduling process. **No schedule change requests will be granted other than those governed by the policy statement printed below.**

Graduation requirements are designed to give you a well-balanced program, which will help with the skills and understanding necessary to become a well-educated individual. A wide range of electives are available to help you explore and develop your interests and abilities. The responsibility for this planning rests primarily with you and your family, but you are also encouraged to seek help from your teachers and counselor. Be sure to consider the following:

1. PLAN AHEAD

Read the course descriptions before selecting a subject to be sure it fits your needs and interests.

Consult with teachers in specific subject areas for more detailed information.

Balance your course selections. Avoid crowding all of your academic courses into your freshman, sophomore, and junior years. Allow yourself the freedom to take elective subjects each year; they form a valuable part of your total education.

Remember to make sure you have satisfied the prerequisites for taking a particular course. A prerequisite means that one or more courses must be successfully completed before the course can be taken.

Be sure to take courses which will give you the best possible preparation for your future plans.

2. KNOW REQUIREMENTS

Know what the graduation requirements are before you start planning. If you have questions about credits for graduation, college, or career entrance, see your counselor.

3. HOW TO COMPLETE YOUR SCHEDULE

- A. Class meetings will be held to assist students with this process. Students will fill out the "Future Scheduling Course Request" worksheet. If possible, get recommendations from teachers as to what courses you should take.
- B. Bring your completed "Future Scheduling Course Request" worksheet on your appointed scheduling date.
- C. Enter course requests into skyward on the appointed date.
- D. Meet individually with the counselor to finalize your schedule.

Schedule Change Policy

Advanced planning and guidance are provided for each student prior to registration. Schedule changes will not be made after registration. The student will be expected to remain in semester-long courses for the entire semester. *Schedule changes will not be granted to accommodate a request for a specific instructor or change of mind.* In keeping with the State of Wisconsin Department of Public Instruction Guidelines, no student may change a course and receive credit after the third day of the term. Students need to meet the required seat time hours in order to earn credit. Requests for schedule changes are considered only during the first three days of the semester and are granted only for the following reasons:

- Graduation requirement fulfillment
- Failed prerequisite
- Special Education Need

SINCE STUDENT COURSE SELECTIONS ARE A PRIMARY FACTOR IN DETERMINING THE MASTER SCHEDULE, STUDENTS ARE ENCOURAGED TO CHOOSE CAREFULLY. NO SCHEDULE CHANGES WILL BE MADE AFTER THE INITIAL SCHEDULING PROCESS IS COMPLETED UNLESS OTHERWISE DIRECTED BY THE SCHOOL COUNSELOR AND PRINCIPAL.

Spoooner High School Four-Year Plan

Choose your classes based on your tentative plan. Where are you going after high school: Apprenticeships? Community or two-year college? Technical or trade school? University or four-year college? Work? This is a plan. You will make changes as you learn more about yourself and become familiar with career possibilities and the world of work. (Please complete with pencil).

Four Year Academic Plan

A four year Academic Plan is provided to all students in their Railroad Map. This plan sets forth specific educational goals that students intend to achieve before graduation. Academic plans include the designation of a career pathway, a four year high school course of study, and post-secondary planning. The plan includes student and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan
- Reviewing the plan yearly and revising when necessary

The academic plan will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. Regular examination throughout high school will assist students in preparation for adulthood and post-secondary opportunities.

Graduation Requirements

Spooner High School students need a minimum of 26 credits to graduate and must

- pass the United States Civics Exam (65% or higher)
- complete Academic & Career Planning

Graduation Credit Requirements and Limitations Include:

| | | |
|---|-------------|--|
| ENGLISH | 4 CREDITS | Required credits include: <ul style="list-style-type: none"> • 1.0 – English 9 • 1.0 – English 10 • 1.0 – English 11 • 1.0 – English Electives |
| MATHEMATICS | 3 CREDITS | Required credits include: <ul style="list-style-type: none"> • 1.0 – Algebra • 1.0 – Geometry or Tech Math • 1.0 – Math Electives |
| SCIENCE | 3 CREDITS | Required credits include: <ul style="list-style-type: none"> • 1.0 – Physical Science • 1.0 – Biology • 1.0 – Science Electives |
| SOCIAL STUDIES | 3 CREDITS | Required credits include: <ul style="list-style-type: none"> • 0.5 – Global Issues • 0.5 – World History • 1.0 – US History • 0.5 – US Government • 0.5 – Social Studies Elective |
| CAREER AND TECHNICAL EDUCATION | 1.0 CREDITS | Required credits include: <ul style="list-style-type: none"> • 1.0 – Selected from elective courses in Agriculture, Business Education, Family and Consumer Education or Industrial Technology curriculum |
| PHYSICAL EDUCATION | 1.5 CREDITS | Required credits include: <ul style="list-style-type: none"> • 0.5 – Phy Ed 9 • 0.5 – Phy Ed 10 or Strength & Conditioning • 0.5 – Phy Ed Elective |
| HEALTH | 0.5 CREDITS | Required credits include: <ul style="list-style-type: none"> • 0.5 – 9th Grade Health |
| COLLEGE AND CAREER READINESS | 0.5 CREDITS | Required credits include: <ul style="list-style-type: none"> • 0.5 – College and Career Readiness |
| Consumer Economics: Financial Literacy in the American Economic System | 0.5 CREDITS | Required credits include: <ul style="list-style-type: none"> • 0.5 – Consumer Economics |
| ELECTIVES | 9.0 CREDITS | |
| TOTAL 26 CREDITS | | |

Please note that some universities and technical colleges may have additional admission requirements.

SPOONER HIGH SCHOOL

FOUR-YEAR COURSE PLAN

NAME: _____ DATE: _____

Fill in all shaded slots with course names, in each grade level, to have a full class schedule.

| 9th Grade = 8.0 credits | | | | | | |
|--|--------------------------|----------------|--------------------------|--------------------|--------|--|
| Required classes include: 5.0 credits <ul style="list-style-type: none"> • English 9 • Global Issues • Physical Science • Math • Phy. Ed. 9 • Health | English 9 | Global Issues | Physical Science | Math Course: | | |
| | Phy. Ed. 9 | Health | World History | | | |
| | | | | | | |
| 10th Grade = 8.0 credits | | | | | | |
| Required classes include: 4.5 credits <ul style="list-style-type: none"> • English 10 • US History • Biology • Math • Phy. Ed 10/Strength & Conditioning | Science: | English 10 | Math Course: | US History | Phy Ed | |
| | | | | | | |
| | | | | | | |
| 11th Grade = 8.0 credits | | | | | | |
| Required classes could include: 5.5 credits <ul style="list-style-type: none"> • English 11 • U.S. Government • Social Studies Elective • Math • Science • Phy. Ed. • College/Career Readiness • Consumer Economics | English 11 | Science | Math | Consumer Economics | | |
| | College/Career Readiness | Phy Ed | Social Studies Elective: | U.S. Government | | |
| | | | | | | |
| 12th Grade = 8.0 credits | | | | | | |
| Required classes could include: 1.0 credit <ul style="list-style-type: none"> • 2 – English courses | English course | English course | | | | |
| | | | | | | |
| | | | | | | |

Weighted Courses

Weighted courses are *college preparation* classes designed to be more challenging, to require higher level thinking skills, and to move at a faster pace.

Students will be able to take additional weighted classes that will be counted towards their weighted GPA. Additionally, all students graduating with a GPA greater than a 4.0 will be designated as graduating with “high honors.” Students graduating with a GPA of 3.6 – 3.99 will be designated as graduating with “honors.” Recognition will be included in the graduation program.

Classes taught by someone other than Spooner High School personnel cannot be counted as weighted credits. Credits transferred in from home school, by correspondence credit through another school/agency, or by foreign exchange work will transfer in on a pass/fail basis. Pass/fail classes are not used in the GPA calculations.

Weighted courses currently offered at Spooner High School:

- Elementary Statistics
- Pre-Calculus
- Calculus and Analytic Geometry I
- Calculus and Analytic Geometry II
- Physics II
- Chemistry II
- Honors English 10 & 11
- AP World History
- AP Government
- AP US History
- AP Studio Art
- Spanish III-V

Below is the weighted grade point system used at Spooner High School for your reference.

| Grade Point System | | |
|-----------------------|-------------------|--------------------|
| Letter Grade | Honors (Semester) | Regular (Semester) |
| Weighted Grade | 1.250 | 1.000 |
| A | 5.000 | 4.000 |
| A- | 4.584 | 3.667 |
| B+ | 4.166 | 3.333 |
| B | 3.750 | 3.000 |
| B- | 3.334 | 2.667 |
| C+ | 2.916 | 2.333 |
| C | 2.500 | 2.000 |
| C- | 2.084 | 1.667 |
| D+ | 1.666 | 1.333 |
| D | 1.250 | 1.000 |
| D- | 0.834 | 0.667 |
| F | 0.000 | 0.000 |

Duplicate Course Work - Repeating Courses

Students may repeat courses, but additional credit will not be granted; the higher grade will be recorded in the course history and the lower grade replaced with a repeated course notation. Students will be allowed to repeat a course at Spooner High School only when an ‘F’ or ‘D’ has been received. Students are not allowed to obtain duplicate credits for graduation requirements.

Prerequisites

Prerequisites are listed in the Department Course Offerings section of the catalog to help the student and parent/guardian make the best educational decisions possible. Students must complete course prerequisites to enroll. If the student has not met the course prerequisite, the student must request permission from his/her counselor and teacher to challenge the course. All course challenges must be approved by school administration. Both semesters of a prerequisite course must be successfully completed.

Code of Honor

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing the coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

START COLLEGE IN HIGH SCHOOL

Earn College Credit

You can earn college credit for advanced standing, transcribed credit, or youth apprenticeship coursework while in high school. Ask your high school counselor or instructor for options available through your high school.

Advanced Standing

An advanced standing agreement may be developed with a high school when a high school course or courses contain competencies that are recognized as equivalent to those in a technical college course. You will earn high school credit and, if you meet the conditions identified in the advanced standing agreement, will be granted technical college credit after enrolling at the college. It is your responsibility to initiate the advanced standing process by providing the technical college with your high school transcript documenting the advanced standing coursework completed. You will not have to repeat coursework, will receive technical college credit, and will save money on college tuition.

Transcribed Credit

An actual technical college course, using college textbooks and materials, is taught to high school students in a high school setting. An agreement between the technical college and high school spells out conditions you must meet to successfully complete the course. The course is taught by your high school instructor and college credits are awarded and recorded on a technical college transcript upon successful completion of the course.

Dual Enrollment Credits

Dual Enrollment is a collaboration with universities and high schools to offer college level courses on-site at the high school. These courses allow students to gain high school and college credit simultaneously, and a reduced tuition rate is charged for the college credit. Dual Enrollment courses are taught by high school instructors whose credentials and curriculum have been evaluated by the appropriate Universities of Wisconsin department. In most concurrent enrollment programs, the course is included as part of the high school instructor's normal work load. The student attends the Dual Enrollment course on the high school campus. The tuition is half of the normal UW Institution tuition.

Early College Credit Program

ECCP allows high school students to attend a University of Wisconsin campus, either full- or part-time — and earn both high school and college credit. You are eligible if you go to a public high school and have completed 10th grade with good academic standing, met any course prerequisites, have written approval from your parent or guardian, and have no history of disciplinary problems. You will need:

- A completed ECCP form signed by the school board.
- A completed College application.
- A letter from the school board stating which classes, books, and fees are the school district's tuition responsibility.

The program opens the door to greater learning opportunities for those who are motivated to get started on their careers and who are ready to try a new learning environment. **A meeting with the counselor is required to obtain an application. Applications must be turned in by March 1 for the fall semester or October 1 for the spring semester.**

Start College Now Program

Like the ECCP Program, the SCN Program allows high school students to attend a technical college either full- or part-time and earn both high school and technical college credit. You are eligible if you go to a public high school and have completed 10th grade with good academic standing, met any course prerequisites, have written approval from your parent or guardian, and have no history of disciplinary problems. You will need:

- A completed SCN form signed by the school board.
- A completed College application.
- A letter from the school board stating which classes, books, and fees are the school district's tuition responsibility.

The program opens the door to greater learning opportunities for those who are motivated to get started on their careers and who are ready to try a new learning environment. **A parent meeting with the**

counselor is required to obtain an application. Applications must be turned in by March 1 for the fall semester or October 1 for the spring semester.

Foreign Language Retroactive Credit

Students wishing to expand opportunities and **place out of college requirements** or **receive free retroactive college credit** for high school courses should consider taking advanced Spanish courses at Spooner High School. **Spanish III-VI** classes are considered honors courses in high school, and they prepare students for the college Spanish placement tests, which are used at many colleges to place students in upper level college courses. They also may allow for **free retroactive college credits**.

In the universities in the Wisconsin system (and in other states/at other universities as well), students may take the Spanish placement test, take the advanced class they place into in college, and, if they receive a high enough grade (usually a B) in the college class, they will be given **free credit for all the lower level classes they skipped**. In addition, they can fulfill the foreign requirement for their college program, because many college programs do have a foreign language requirement. This means a substantial savings in time and money for college. Many Spooner High School students have taken advantage of this in the past, and have received **up to 16 free college Spanish credits**.

Students can expect that successful completion of Spanish courses may give them the **option of receiving retroactive credit** according to the following general guidelines.

| <u>Spanish Course at SHS</u> | <u>Grade in Course</u> | <u>Semesters of Retroactive Credit</u> |
|------------------------------|------------------------|--|
| Spanish III | A | 1 semester |
| Spanish IV-V | A | 2-3 semesters |

SPOONER HIGH SCHOOL 2024-2025
High School Courses Approved for College Credit at
 Northwood Technical College

| TRADE & TECHNICAL | | |
|---|-------------------|--|
| SHS COURSES | CREDITS | Northwood Tech Courses |
| Automotive Technology AND Basic Car Care | 2 AS credits | 32404375 Automotive Fundamentals |
| Cabinet Making AND Building Construction | 2 of 4 AS credits | 32410303 Construction Framing I |
| Engineering & Design AND Engineering & Design II | 1 AS credits | 2420338 CAD Basics |
| Metals Technology I AND Metals Technology II | 3 AS credits | 32420314 Basic Machine Shop |
| Welding I AND Welding II | 3 AS credits | 31442373 Shielded Metal Arc Welding I |

| MATH | | |
|---------------------------|----------------|--|
| SHS COURSES | CREDITS | Northwood Tech Courses |
| Technical/ Career Math | 3 AS credits | 32804355 Applied Technical Math I |

AS – Advanced Standing
TC – Transcribed Credit

FOUR-YEAR COLLEGE ENTRANCE REQUIREMENTS

If your plans after graduation include a four-year college, keep in mind these major factors upon which your college admission is based:

1. The quality and rigor of your course of study while in high school
2. The grades earned in these courses and resulting grade-point average and class rank
3. Your score on the ACT and/or SAT test
4. Activities both in and out of school (an important factor when scholarships are awarded)

Colleges have their individual requirements regarding admissions, and they may change yearly. Thus, you should identify these requirements as early as possible to ensure you are meeting them by high school graduation. Below are the minimum course requirements for the UW-System. Private and out-of-state schools may have additional requirements. All University of Wisconsin System institutions require new freshmen to have completed a minimum of 17 high school credits. Thirteen of these must be Core College preparatory.

Thirteen Core College Prep Credits:

4 credits of English

3 credits of Social Studies

3 credits of Natural Science (*Biology, Chemistry, Physics preferred*)

3 credits of Math including Algebra I, Geometry, and Algebra II (The University of Minnesota requires 4 credits of math).

Four Elective Credits:

These can be chosen from the above core college prep areas, foreign language, fine arts, computer science, or other academic areas. Some University of Wisconsin System schools may also accept vocational courses for some of these four elective credits.

Foreign Language:

In the University of Wisconsin system, University of Wisconsin-Madison is the only college that requires two years of the same foreign language (typical for admission to University of Wisconsin-Madison is four years). Other University of Wisconsin schools strongly recommend it. Schools in the University of Minnesota system also recommend two years of the same foreign language.

There are 13 four-year campuses in the University of Wisconsin system:

- UW-Eau Claire
- UW-Parkside
- UW-Whitewater
- UW-Stevens Point
- UW-Oshkosh
- UW-Superior
- UW-Madison
- UW-Stout
- UW-La Crosse
- UW-River Falls
- UW-Green Bay
- UW-Platteville
- UW-Milwaukee

TWO-YEAR COLLEGE ENTRANCE REQUIREMENTS

Students may start their education at a two-year college and then transfer to a four-year college to earn a bachelor's degree. After fulfilling certain credit and grade point requirements, students who participate in the Guaranteed Transfer Program are guaranteed admission into the University of Wisconsin University of their choice. The transfer program guarantees admission to the baccalaureate institution only and not to the specific program or major.

Two-year colleges are different from technical schools. In Wisconsin, the two-year colleges belong to the University of Wisconsin System. University of Wisconsin Eau Claire-Barron County in Rice Lake is an example of a two-year college. Entrance requirements include the following:

1. Must have graduated from a recognized high school, have a Certificate of GED, or present other evidence of ability to begin.
2. Have a minimum of 17 college prep credits. Thirteen of the seventeen credits must be distributed as follows:
 - 4 credits of English
 - 3 credits of Social Studies
 - 3 credits of Natural Science
 - 3 credits of Math (must include at least 1 credit of Algebra and 1 credit of Geometry)

The remaining four credits can be chosen from the above areas, foreign language, fine arts, computer science, or other academic areas.

3. Submit an ACT or SAT score. The scores must be received before you will be permitted to register.

If you are admitted and if your high school record, placement test scores, or other previous academic performance indicate that you may have difficulty with university work, you will be required to participate in special programs aimed at preparing you to succeed at university-level coursework. Please note that some of these courses may not count toward your college degree.

There are 13 two-year campuses in the University of Wisconsin System:

- UW Platteville-Baraboo/Sauk County
- UW Eau Claire-Barron County
- UW Oshkosh-Fond du Lac
- UW Oshkosh-Fox Valley
- UW Whitewater-Rock County
- UW Stevens Point-Marathon County
- UW Green Bay-Marinette
- UW Stevens Point-Marshfield/Wood County
- UW Platteville-Richland
- UW Green Bay-Sheboygan
- UW Milwaukee-Washington County
- UW Milwaukee-Waukesha
- UW Green Bay-Manitowoc

TECHNICAL COLLEGE ENTRANCE REQUIREMENTS

Technical colleges provide affordable, career-oriented programs for many high-skilled, technical jobs in the state. Small class size, flexible scheduling, and a high job placement rate are all attractive features of these schools. Students spend most of their class time in job-related settings where they receive hands-on training from experienced instructors. Degrees offered range from short-term programs and certificates to technical diplomas and associate degrees, which take one to two years to complete. Northwood Technical College in Rice Lake is an example of a technical college.

Technical colleges currently have an open enrollment policy. Specific programs have specific requirements for admittance. Some programs may require that specific prerequisite courses be taken in high school or at the technical college prior to admittance. It is very important to check the specific program requirements in the college catalog or on the college website at <http://witechcolleges.org>



CAREER PLANNING & TESTING

Individual Conferences with the High School Counselor

Parents, guardians and students are welcome to make appointments with the counselor anytime throughout the year to discuss academic and career planning.

Academic and Career Plans

The State of Wisconsin has mandated that all students in grades 6-12 have an academic and career plan (ACP). The ACP is a student-driven planning and monitoring tool that helps students create programs of study that are aligned with high school graduation requirements, personal interests, and individually defined career goals. An ACP can refer to both a process that helps students engage in career development activities and a product (document/portfolio) that is created and maintained for the student's academic, career, and personal advancement. ACP's will be developed collaboratively by students, parents, and school staff, including teachers and counselors; updated as students' personal, educational, and career goals change.

College and Career Exploration Tools

All students in grades 9-12 will be provided with Xello accounts. Xello is an Internet-based career exploration and planning tool used to explore career and college options and develop a career plan. Xello can be accessed from school, from home, or wherever there is access to the Internet. Features of the program include:

| | | |
|----------------|-----------------|--|
| Assessments | Career Profiles | Multimedia Interviews |
| Majors | Goals & Plans | Learning Styles |
| Unique Lessons | ACT Prep | College, University and Apprenticeship Information |

College Admission Tests

ACT plus Writing: The ACT is the preferred admissions test of four-year colleges and universities throughout the Midwest. Two-year colleges, such as UWEC-Barron County, also require the ACT. Technical colleges do not require the ACT, but may accept the score in place of their testing. Subject areas include English, Reading, Math, Science Reasoning, and an optional Writing test. All 11th grade students are required by the state of Wisconsin to take the ACT Plus Writing. The testing will occur during regularly scheduled school days at no cost to the students. Students may find more information about the ACT at www.actstudent.org.

SAT (Optional): The SAT test is a college entrance exam that is accepted at most colleges and universities. Some students are curious about their performance on the SAT or are interested in a college that encourages taking the SAT. Interested students may find information about the SAT or where the test is offered at www.collegeboard.org. Students are responsible for registering for and paying for the exam on their own.

Pre-ACT Secure: The State of Wisconsin will now be requiring 9th and 10th grade students to take the Pre-ACT Secure in the areas of reading, math, science, writing, and English. Students in 9th grade will take the Pre-ACT Secure in the fall and the spring. Tenth grade students will take the Pre-ACT Secure in the spring.



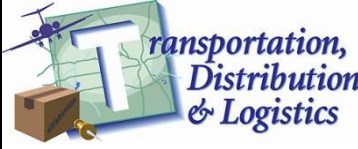
ASVAB (Optional): The ASVAB (Armed Services Vocational Aptitude Battery) is free and is offered on a weekday morning in the fall to interested 10th - 12th grade students. The test includes a vocational component which many students use in the career development process. Students considering military options after high school may want to take the ASVAB.

WI Forward Exam: The WI Forward Exam is required by the State of Wisconsin for all 10th graders in the spring. Students will be tested in the area of social studies.

THE 16 CAREER CLUSTERS

| Career Clusters | Description | Spoooner High School Course |
|---|---|---|
|  | <p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p> | <ul style="list-style-type: none"> • Family and Consumer Sciences • All Math Courses • All English Courses • All Spanish Courses • Animal Agriculture • Forestry • Horticulture • Natural Resource Management • Plant & Earth Science • Small Animal Science • College & Career Readiness • Consumer Economics |
|  | <p>Careers in designing, planning, managing, building and maintaining the built environment.</p> | <ul style="list-style-type: none"> • Physical Science • All Math Courses • All English Courses • All Spanish Courses • Qualitative Analysis • Chemistry • Physics I & II • Advanced Inorganic Chemistry • Organic Chemistry • College & Career Readiness • Consumer Economics • Foundations of Art • Drawing & Painting I, II, III • Technology Education • Engineering & Design I, II • Residential Construction |
|  | <p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • Band • Choir • College & Career Readiness • Foundations of Art • Drawing & Painting I, II, III • Pottery I, II, III • Consumer Economics |
|  | <p>Business management and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business management and administration career opportunities are available in every sector of the economy.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • Information Processing • Intro to Business • Marketing • Accounting • Consumer Economics |
|  | <p>Planning, managing, and providing education and training services, and related learning support services.</p> | <ul style="list-style-type: none"> • Family and Consumer Sciences • Psychology • World Geography • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • Consumer Economics |
|  | <p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • Consumer Economics • All Business Courses |

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|  <p>Government & Public Administration</p> | <p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state and federal levels.</p> | <ul style="list-style-type: none"> • Psychology • World Geography • Principles of Economics • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • Consumer Economics • US Government |
|  <p>Health Science</p> | <p>Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p> | <ul style="list-style-type: none"> • Health • Physical Education • Strength & Conditioning • Biology I & II • All Math Courses • All English Courses • All Spanish Courses • Qualitative Analysis • Physical Science • Chemistry • Physics I & II • Chemistry I & II • College & Career Readiness • Consumer Economics |
|  <p>Hospitality & Tourism</p> | <p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</p> | <ul style="list-style-type: none"> • Family and Consumer Sciences • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • All Business Courses • Consumer Economics |
|  <p>Human Services</p> | <p>Preparing individuals for employment in career pathways that relate to families and human needs.</p> | <ul style="list-style-type: none"> • Relationship Skills • Psychology • All Math Courses • All English Courses • All Spanish Courses • Band • Choir • Family & Consumer Sciences • College & Career Readiness • Consumer Economics |
|  <p>Information Technology</p> | <p>Building links in IT Occupations Framework: For Entry Level, Technical, and Professional Careers related to Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • Qualitative Analysis • Physical Science • Chemistry • Physics & II • Chemistry I & II • College & Career Readiness • Consumer Economics |
|  <p>Law, Public Safety, Corrections & Security</p> | <p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • US Government • Psychology • Consumer Economics |
|  <p>Manufacturing</p> | <p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • All Science Courses • College & Career Readiness • Technology Education • Electricity and Electronics • Welding • Metals Technology • Consumer Economics |

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|  | <p>Planning, managing and performing marketing activities to reach organizational objectives.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • All Business Courses • Rails Manufacturing • Consumer Economics • Principles of Economics |
|  | <p>Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • Health • Biology I & II • Qualitative Analysis • Physical Science • Chemistry • Physics I & II • Chemistry I & II • College & Career Readiness • Rails Manufacturing • Consumer Economics |
|  | <p>Planning, management and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical professional and technical support services such as transportation infrastructure, planning and management, logistics services, mobile equipment and facility maintenance.</p> | <ul style="list-style-type: none"> • All Math Courses • All English Courses • All Spanish Courses • College & Career Readiness • CDL • Rails Manufacturing • Consumer Economics |

Spooner High School



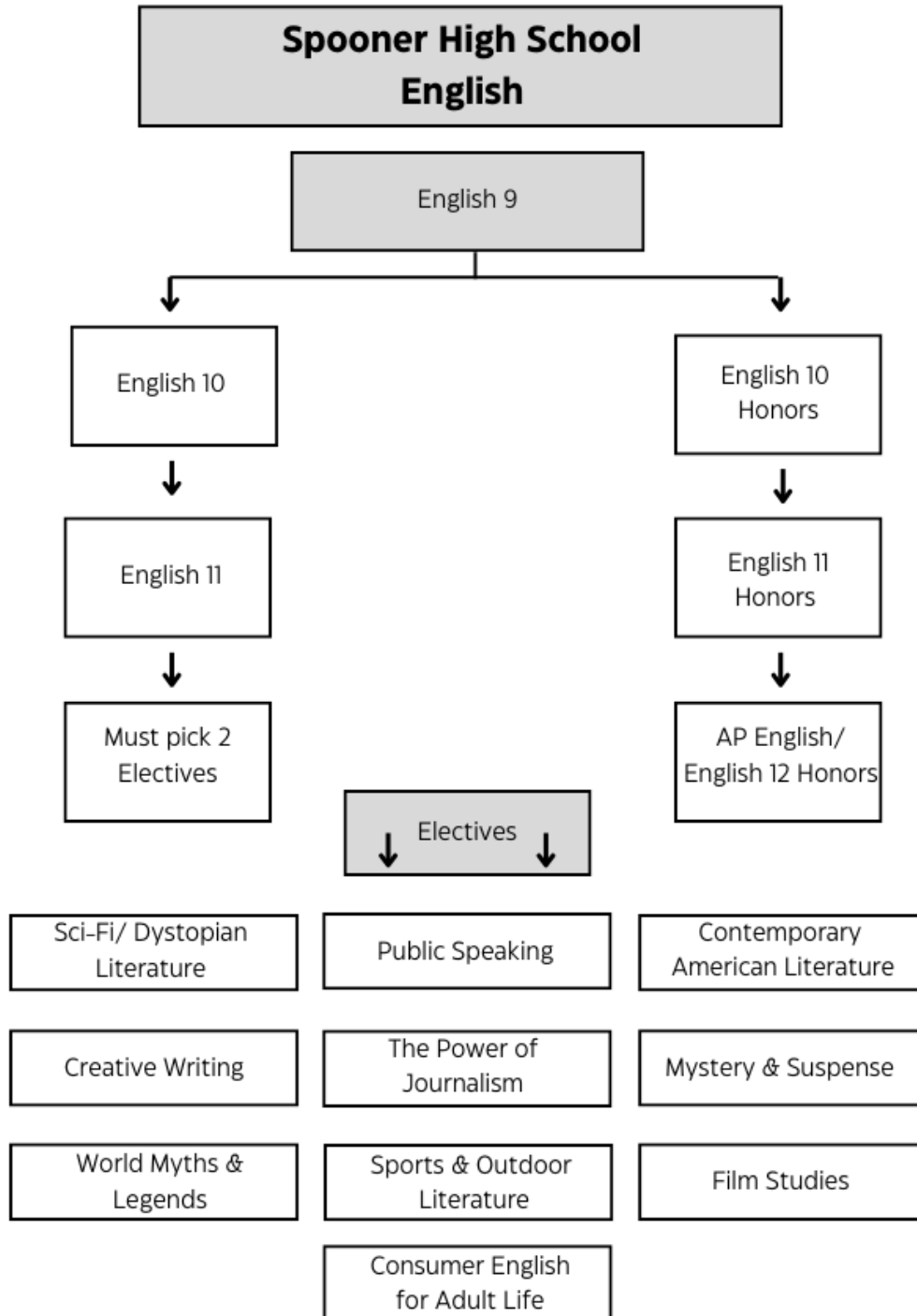
Course Descriptions

"Conducting Excellence - Engineering Opportunities"

ENGLISH

****4 credits of English are required for graduation.**

The English curriculum at Spooner High School is designed to meet the needs of all students by offering courses covering a wide range of ability and interest levels. All courses are aligned with the Common Core State Standards. All freshmen are required to take English 9, all sophomores are required to take English 10 or English 10 Honors, and all Juniors are required to take English 11 or English 11 Honors. Seniors must select a minimum of one English elective credit (2 - 0.5 credit courses) to complete their graduation requirements.

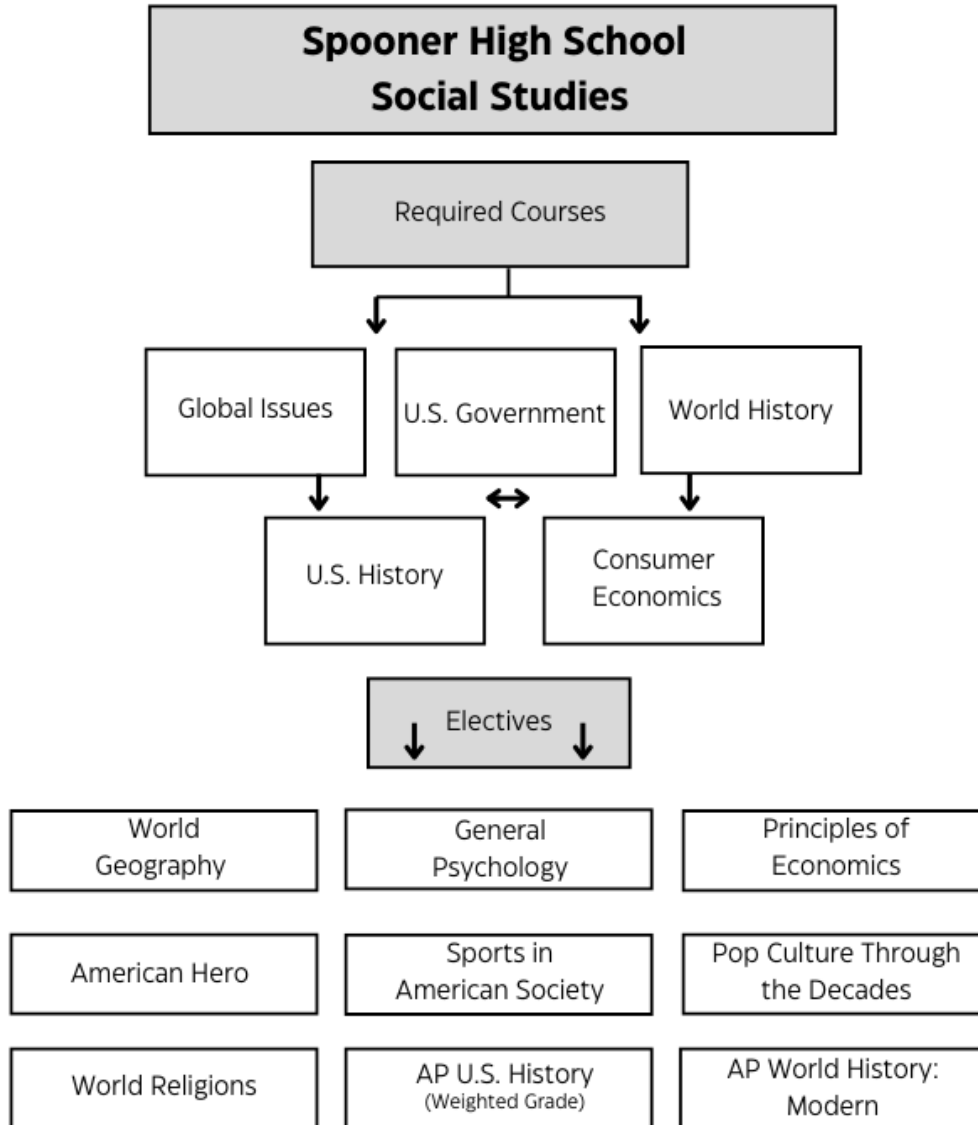


| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|--|--|---|
| English 9 Required Course | This course is required of all freshmen at Spooner High School. It utilizes an integrated approach of reading, speaking, research, and writing. It is fully aligned with the common core state standards for grades 9-10 and is designed to improve students' English skills and provide a solid foundation for more advanced or content-specific English electives. | 9th 1 credit Prerequisites: None |
| English 10 Required Course | This course is required of all sophomores at Spooner High School. It utilizes an integrated approach of reading comprehension and analysis, speaking, and research, with a focus on argumentative writing. It is fully aligned with the common core state standards for grades 9-10 and is designed to broaden students' English skills as they move on to more advanced or content-specific English electives. | 10th 1 credit Prerequisites: English 9 |
| English 11 Required Course | This course is required of juniors at Spooner High School. It utilizes an integrated approach of reading, writing, speaking, and language skills. It is fully aligned with the Wisconsin state standards for grade 11 and is designed to improve students' English skills by providing a solid foundation for advanced or content-specific English electives. | 11th 1 credit Prerequisites: English 10 |
| English 10 Honors (Weighted Grade) | This accelerated class is the first of a series of Honors level English courses designed to provide students with an exceptionally strong background in literature and composition. Students should be self-motivated and prepared to complete outside reading and composition assignments. Students who are successful in Honors I and Honors II may be eligible to take Honors III for college credit. This course is aligned with the English 9th/10th grade common core standards. | 10th 1 credit Prerequisites: 93% or better in English 9 |
| English 11 Honors (Weighted Grade) | This accelerated class is the second of a series of Honors level English courses designed to provide students with an exceptionally strong background in literature and composition. Composition skills will be stressed through essays using textual support; selections read will be of literary merit; ACT preparation will be a focus; and critical thinking, class discussion and complexity and maturity in writing will be expected. Self-motivated students enrolling in this course should enjoy reading, analyzing works read, essay writing, vocabulary development and be willing to complete out-of-class reading and writing assignments. Students who are successful in this course may be eligible to take Honors III for college credit. This course is aligned with the English 11th/12th grade common core standards. | 11th 1 credit Prerequisites: 93% or better in English 10 Honors or teacher recommendation |
| AP English (Weighted Grade) | This rigorous and demanding course is designed to be the most challenging in the language arts curriculum. Students in this course must possess strong writing and literature interpretation skills, intellectual curiosity and self-motivation, and a love of literature in all its forms. Extensive reading and writing assignments are common in this course, and daily note taking and class participation are expected. Students will have the option to take the AP Exam to earn college credits depending on exam score. This course exceeds the English 11th/12th grade common core standards. | 12th 1 credit Prerequisites: 93% or better in English 11 Honors |
| Sci-Fi/Dystopian Literature | Throughout this Sci-Fi/Dystopian course, we will consider narrative structure, political vision, time period critiques, and implications for the reader in a variety of works and modes. This course will include a variety of short and long readings, films, projects in multiple formats, and analytical writing. This course is aligned with the English 11th/12th grade common core standards. | 1112th ½ credit Prerequisites: None |
| Public Speaking | This course focuses on different modes and methods of communication by examining authors' purposes for writing texts and the language used to communicate effectively. Students will apply their learning by producing their own projects in various modes of communication. This course is aligned to the 11th/12th grade common core standards. | 11th & 12th ½ credit Prerequisites: None |

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| <p>Contemporary American Literature</p> | <p>Through an examination of modern and postmodern society, this interesting course focuses on contemporary life and the literature which both shaped and reflected it. Significant works of short and long fiction, poetry, drama, and film will be studied. This course is aligned with the English 11th/12th grade common core standards.</p> | <p>11th & 12th ½ credit Prerequisites: None</p> |
| <p>Creative Writing</p> | <p>This class is designed to give students a hands-on approach to writing during their 11th-12th grade year. We'll generate creative writing ideas using our voices and imaginations; we'll explore techniques to try when writing's the last thing we want to do; we'll read our writings; we'll talk about how we write; you'll be involved in peer feedback and editing groups. This class has a large emphasis on participation and effort. This class is aligned to the English 11th/12th grade common core standards.</p> | <p>11th & 12th Elective Prerequisites: None</p> |
| <p>The Power Of Journalism</p> | <p>This course investigates the evolving role of journalism in shaping public opinion and uncovering truth, focusing on how conspiracy theories intersect with modern media. Students will explore journalism in its various forms—print, digital, visual, and audio—analyzing how different media communicate facts and shape narratives. Special emphasis will be placed on understanding the allure, dangers, and societal impact of conspiracy theories.</p> <p>Through critical analysis, research, and creative projects, students will learn to distinguish credible journalism from misinformation, examine the ethical responsibilities of journalists, and develop their skills as writers, researchers, and media consumers. The course culminates in a capstone project where students create their own investigative report or multimedia presentation on a chosen topic.</p> | <p>11th & 12th Elective Prerequisites: None</p> |
| <p>Mystery & Suspense</p> | <p>In this course, students will delve into the world of mystery and suspense across multiple media forms, including classic and contemporary literature, film, podcasts, television, and graphic novels. Students will explore the techniques that create tension, build intrigue, and captivate audiences. Through critical analysis, creative projects, and collaborative discussions, students will examine how storytelling elements like plot, characterization, setting, and tone contribute to the genre's allure.</p> <p>By engaging with diverse works from authors like Edgar Allan Poe and Agatha Christie to modern-day filmmakers and podcast creators, students will gain an understanding of how the genre evolves to reflect societal anxieties and fascinations. The course will culminate in a creative capstone project where students produce their own mystery or suspense narrative in the medium of their choice.</p> | <p>11th & 12th Elective Prerequisites: None</p> |
| <p>Consumer English for Adult Life</p> | <p>Consumer English is a practical, career-focused English Language Arts (ELA) course designed to equip students with the essential communication, critical thinking, and literacy skills needed for success in post-graduation life, whether in the workplace, higher education, or daily personal management. This course emphasizes real-world applications of English through exploring topics such as workplace communication, consumer decision-making, and digital literacy.</p> | <p>12th Elective Prerequisites English 9, 10, 11</p> |
| <p>Film Studies</p> | | |
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SOCIAL STUDIES

****3 credits of Social Studies are required for graduation.**



SOCIAL STUDIES

****3 credits of Social Studies are required for graduation.**

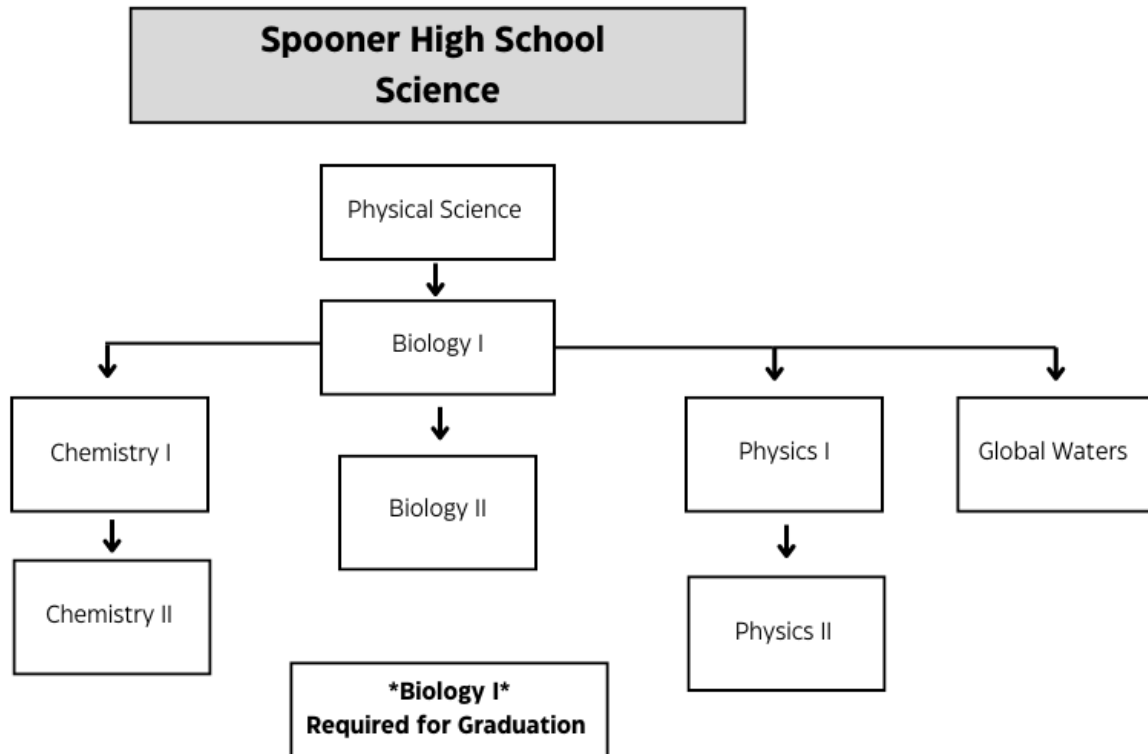
| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|--|--|--|
| Global Issues <i>Required Course</i> | This is an introductory class to high school social studies. All 9 th grade students are required to take this course. The emphasis of the course is on current and past issues facing people and cultures of the world. The course is projects-based, meaning students will create projects to effectively demonstrate understanding of global issues and also solutions to solving these issues. | 9th ½ credit Prerequisites: None |
| World History <i>Required Course</i> | This class will serve as an introduction to historically significant events from the various regions of the globe. The emphasis of the course is on cause and effect over time and drawing comparisons to contemporary events. The course is projects-based, meaning students will create projects to effectively demonstrate understanding of world history events and how they connect to today. | 9th ½ credit Prerequisites: None |
| U.S. History <i>Required Course</i> | US History invites students on a journey through the major events, ideas, and transformations that have shaped the United States. From pre-Columbian societies to the challenges of the modern era, the course examines pivotal moments such as the American Revolution, the Civil War, the Great Depression, and the World Wars, alongside significant events of the 20th and 21st centuries. Students will explore themes like Continuity and Change, Cause and Effect, and Current Implications, thinking critically about how history informs our world today. Through reading comprehension, effective communication, and engaging discussions, students will connect the past to present-day issues. By examining history through the lens of geography, civics, culture, sociology, and economics, this course fosters a comprehensive understanding of the broader social studies field. | 10th 1 credit Prerequisites: None |
| U.S. Government <i>Required Course</i> | U.S. Government is a required course for graduation from Spooner High School. Students will be introduced to the basis of our governmental system in the United States. Successful students will be required to pass the United States Citizenship Test. This course will cover the historical foundations of the United States Government, the Constitution, The Bill of Rights, the Political System and the election process. | 11th - 12th ½ credit Prerequisites: None |
| General Psychology | This class will serve as an introduction to psychology and a prerequisite for AP Psychology. Students will be introduced to the study of psychology and the basic terminology and theories that accompany it. This course will cover units that deal with the history of psychology, consciousness, sleep and dreams, hypnosis, developmental psychology and psychological disorders. | 11th - 12th ½ credit Prerequisites: None |
| AP US History <i>(Weighted Grade)</i> | This is a general survey course of American history from colonial times through present day. The emphasis will be on historical concepts and the effect they had on the development of American history. Knowledge of concepts and the ability to reinforce them with factual material will be an essential element of this course. Independent reading of outside material and the ability to write logically and precisely will be expected. This course will be presented and taught at the college level. Successful completion of this course will give the student the option of testing for possible college credit. | 11th - 12th 1.0 credit Prerequisites: US History I & II |
| Principles of Economics | An introduction to the basics of Micro and Macro economic analysis. Microeconomics deals with consumers, firms, markets and income distribution. Macroeconomics deals with national income, employment, inflation and money. By the end of the course, students will have a deeper understanding of economics and will have been exposed to multiple WI state economic standards. | 11th - 12th ½ credit Prerequisites: Consumer Economics |
| World Geography | World Geography is a 9 week course that provides upperclassmen with an analytical lens of how the themes of Geography have and continue to influence human behavior on earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic | 11th - 12th ½ credit Prerequisites: None |

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| | factors have in a region's development. Special focus will be given to indigenous peoples in Wisconsin and around the globe as noted in Act 31 of the WI DPI standards. | |
| <p>Consumer Economics: Financial Literacy in the American Economic System</p> <p><i>Required Course</i></p> | This class is required for graduation. In this class, students will learn lessons in fundamental, micro, and macroeconomics. Students will practice personal money management skills and prepare for success in the world or work. | <p>11th - 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>AP World History: Modern</p> | AP World History: Modern is a college-level course designed to help students develop a greater understanding of global processes and contacts between civilizations from approximately 1200 CE to the present. Through a thematic approach, students will explore key events, cultures, interactions, and developments that have shaped the modern world. The course emphasizes critical thinking, analysis of primary and secondary sources, essay writing, and the development of historical argumentation skills. Students will prepare for the AP exam through rigorous study, collaborative discussions, and practice assessments. Upon successful completion, students may earn college credit. | <p>11th - 12th</p> <p>1 credit</p> <p>Prerequisites: GPA 3.0 or above</p> |
| <p>World Religions</p> | In this engaging and interactive course, students will embark on a journey through the diverse tapestry of world religions. We will explore the beliefs, practices, and cultural contexts of major faiths, including Christianity, Islam, Judaism, Hinduism, Buddhism, and indigenous spiritual traditions. Through a mix of lectures, discussions, and multimedia resources, students will examine the historical development, core teachings, and rituals of each religion. | <p>Prerequisites: 2.0 credits completed of Social Studies</p> |
| <p>American Hero: An Exploration of Environmental History from First Nation Peoples to Modern Times in the United States</p> | This course explores the Environmental History of the United States from pre-colonial times to the present, examining how human activity has shaped and been shaped by the natural environment. We will investigate Native American ecological practices, the impact of European colonization, the development of industry, conservation movements, and current environmental challenges. Students will analyze how historical events, policies, and cultural attitudes have influenced America's natural landscape, climate, biodiversity, and resources. Through critical thinking, research, and discussion, students will gain insights into the complex interactions between society and the environment and the ongoing implications for sustainability and conservation. The course meets the WI DPI Act 31 requirement that all public school districts and pre-service education programs provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities. The course will focus on the American Heroes that have shaped the country from an environmental perspective. | <p>Prerequisites: US History I and II or US History</p> |
| <p>Sports in American Society</p> | This elective social studies course examines the history of American sports, focusing on how sports have influenced and reflected the values, challenges, and evolution of American society. From the establishment of iconic sports teams to the stories of legendary | <p>Prerequisites: 2.0 credits completed of Social Studies</p> |

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| | athletes and coaches, students will explore the profound ways sports have shaped American identity, inspired social change, and become a unifying force in communities across the nation. | |
| Pop Culture Through the Decades | This elective social studies course explores the evolution of American popular culture, focusing on the music, movies, television, fashion, and media trends that shaped and reflected society in different historical periods. Students will examine how these elements influenced social attitudes, political movements, technological advancements, and everyday life, shaping America’s cultural identity over time. | Prerequisites: 2.0 credits completed of Social Studies |

SCIENCE

****3 credits of Science are required for graduation.**



| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
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| Physical Science Required Course | Physical Science is made up of two terms: the first term consists of introductory chemistry and the second term is introductory physics. Knowledge of the physical and chemical properties of matter and energy is basic to an understanding of physical science. The properties of matter will be explained in terms of atomic structure of matter and energy. Concepts include the atom, chemical reactions, acids and bases, Newton's Laws, alternative energy, and waves. | 9th 1 credit Prerequisites: None |
| Biology I Required Course | Biology I is the exploration of living organisms. The course consists of the following six units: Introduction to Biology, Ecology and Populations, Cell Structure and energy, Cell Growth and Division, Genetics and Evolution and Classification. | 10th 1 credit Prerequisites: None |
| Biology II Anatomy & Physiology | Biology II is the exploration of the anatomy and physiology of the human body. The course consists of six units: Introduction of Human Anatomy and Physiology. Human Body Tissues & Integumentary Systems, Human Body Skeletal & Muscular Systems, Human Nervous System & Special Senses, Human Body Blood & Cardiovascular System, and Human Body Respiratory & Digestive Systems. | 11th - 12th 1 credit Prerequisites: C or better in Biology I or consent of instructor |
| Chemistry | Chemistry is a course designed to prepare students for post high school encounters with chemistry-related course work in college and/or tech school. It is an essential course for anyone intending to pursue a career in science and/or health-related fields. This course will not only prepare students for further studies in chemistry, but will promote development of a deep appreciation for chemistry and prepare students with the knowledge and critical thinking skills necessary for wise citizenship and decision making as it relates to science-related issues. Chemistry I will explore through application and analysis: general chemistry principles, chemistry theory, problem solving and application of chemistry in everyday experiences. Problem solving through math applications will be emphasized. Laboratories are an essential component of the course. | 10th - 12th 1 credit Prerequisites: C or better in Algebra I |
| Chemistry II <i>(Weighted Grade)</i> | Chemistry II is the combination of Organic & Inorganic Chemistry Courses. Organic Chemistry is the study of carbon compounds. There are approximately twenty million known carbon compounds. Carbon compounds outnumber their inorganic cousins at least ten to one. Organic compounds impact every facet of life on this planet. The majority of known compounds and chemistry related careers are within the realms of organic chemistry. All major energy sources, except nuclear, have organic origins. Consumer products from foods, medicines, plastics, fibers, pesticides, herbicides, fertilizers and cosmetics are organic compounds. It is the chemistry of life and life as we know it. Emphasis is placed on nomenclature, functional groups, properties and reactions of organic compounds. Polymers, pharmacology, biochemistry, petroleum and petroleum-based products are topics of discussion. Advanced Inorganic Chemistry is a continuation of topics from first year chemistry, advanced stoichiometry, advanced acid/base chemistry; gas laws, gas stoichiometry, reaction rates, and chemical equilibrium are some of the topics to be covered. Advanced Inorganic Chemistry is the most important chemistry II offering in terms of preparation for encounters in chemistry at the post-secondary level. | 11th - 12th 1 credit Prerequisites: Chemistry |
| Physics I | In this course, importance is placed on application of the principles of physics. This course is mainly concerned with concepts of physics, not mathematical problem solving although some math problem solving will occur. Topics that will be covered are Newtonian mechanics, gravity, light, sound, stars, the Big Bang Theory, waves, and more. On the average, there are 2 laboratory experiments every 3 weeks. | 10th - 12th 1 credit Prerequisites: C or better in Algebra I |
| Physics II Mechanical Physics <i>(Weighted Grade)</i> | Students in this course will be exposed to independent labs balanced with learning theory and practical application of physics concepts. Students will need a solid background in math to excel in this course. Topics covered include application of Newtonian mechanics with trigonometry, friction, rotational motion, and electricity. | 11th - 12th 1 credit Prerequisites: B or better in Algebra II |

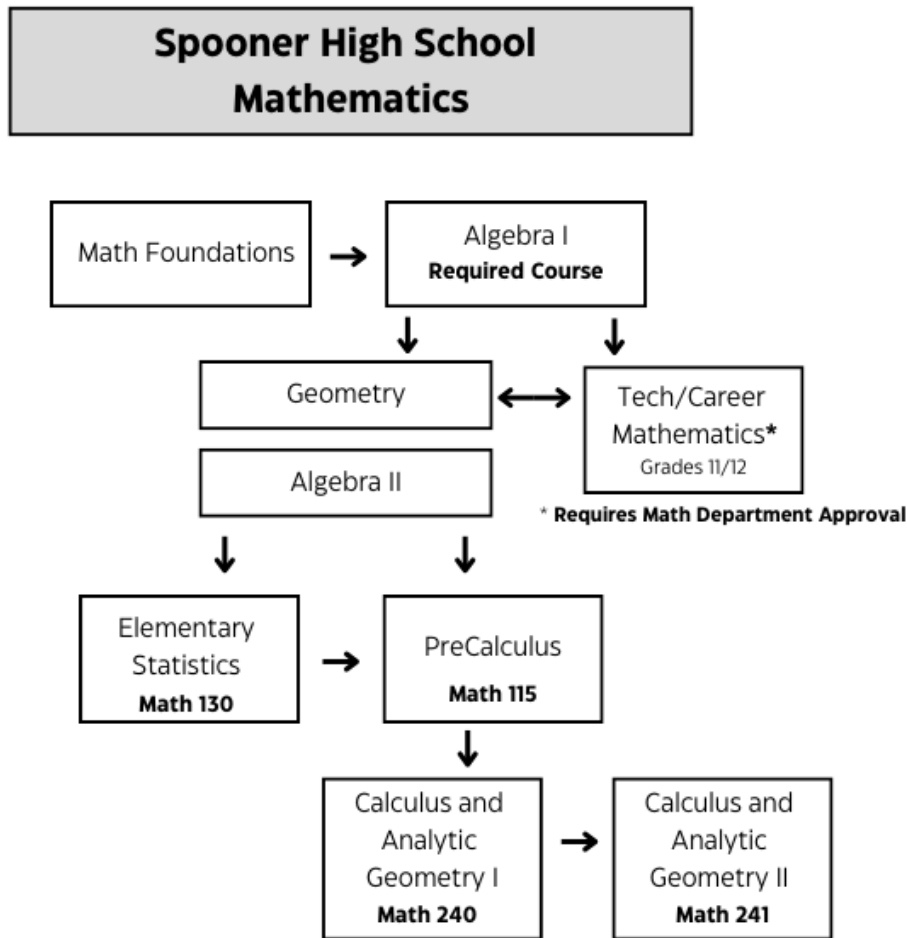
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| <p style="text-align: center;">Animal Agriculture</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> <p><i>**Not NCAA Approved Core Course**</i></p> | <p>This class is a great opportunity for students to develop an understanding of how animals are raised to provide us with the meat, milk, eggs and fibers that we are all dependent upon for our survival. We will discuss a wide range of traditional and alternative agricultural animals from dairy cows to alligators to honeybees. We will study digestion, reproduction, meat and milk production, genetics and ethics of biotechnology. We will explore issues related to animal behavior and welfare, consumer concerns and the many career paths available in the animal sciences.</p> | <p style="text-align: center;">9th – 12th</p> <p style="text-align: center;">½ credit</p> <p>Prerequisites: None</p> |
| <p style="text-align: center;">Natural Resource Management</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> <p><i>**Not NCAA Approved Core Course**</i></p> | <p>This class is for the high school student interested in his/her natural environment. It has been designed as an applied science to help the student become familiar with the proper management of our soil, water, wastes, forests, minerals, fossil fuels and fish and wildlife. Students will have the opportunity to earn their Trapping Certificate and complete a beginning taxidermy project during the wildlife unit. Students will explore and discuss current issues/events that pertain to natural resource use and management at the local, regional, state, national and global levels.</p> | <p style="text-align: center;">10th – 12th</p> <p style="text-align: center;">1 credit</p> <p>Prerequisites: C or better in Biology or instructor approval</p> |
| <p style="text-align: center;">Plant and Earth Science</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> | <p>The origin of the food we eat, the clothes we wear, and most of the products we use can be traced back directly or indirectly to the soil and the crops produced from it. Students in this course will explore basic soil structure, function, fertility, capability classes and land evaluation. Students will be required to bring in soil samples to be tested and may participate in the Tri-County Land Judging Contest. Plant topics will include plant structures, function, growth requirements and processes, reproduction, processing and products, pests and pesticides, and important crops of the county, state, country and world. Students will complete the Wisconsin Fast Plants lab to experience many of the plant topics discussed in class.</p> | <p style="text-align: center;">9th – 12th</p> <p style="text-align: center;">½ credit</p> <p>Prerequisites: None</p> |
| <p style="text-align: center;">Global Waters</p> | <p>This course explores marine and freshwater ecosystems, their global interconnectedness, and the role of water bodies in shaping our planet's climate and weather patterns. Students will investigate marine, Great Lakes, and freshwater ecosystems, as well as international efforts in aquatic conservation and management, fostering a global perspective on water science issues.</p> | <p style="text-align: center;">11th - 12th</p> <p style="text-align: center;">1 credit</p> <p>Prerequisites: C or better in Biology 1</p> |

MATHEMATICS

3 credits of Math are required for graduation (must include Algebra & Geometry OR Tech Math)

The recommended sequence of SHS students in mathematics is Algebra I, Geometry, and Algebra II.

- You must earn a passing grade in a class to move on to the next class. However, the SHS Math Department recommends that you retake the same class if your grade is below a C- before moving on to the next class.
- The SHS Math Department recommends that you take Geometry and Tech/Career Math as a minimum to tech colleges.
- Four-year Colleges and Universities recommend as a minimum that you pass Algebra I, Geometry, and Algebra II. Most Colleges and Universities require four years of mathematics courses.
- The SHS Math Department recommends that you take Elementary Statistics or PreCalculus as a minimum for four-year colleges.
- Potential Science and Math related majors should try to take both Pre-Calculus as well as Calculus and Analytic Geometry I. This may require you to take 2 math courses per year.



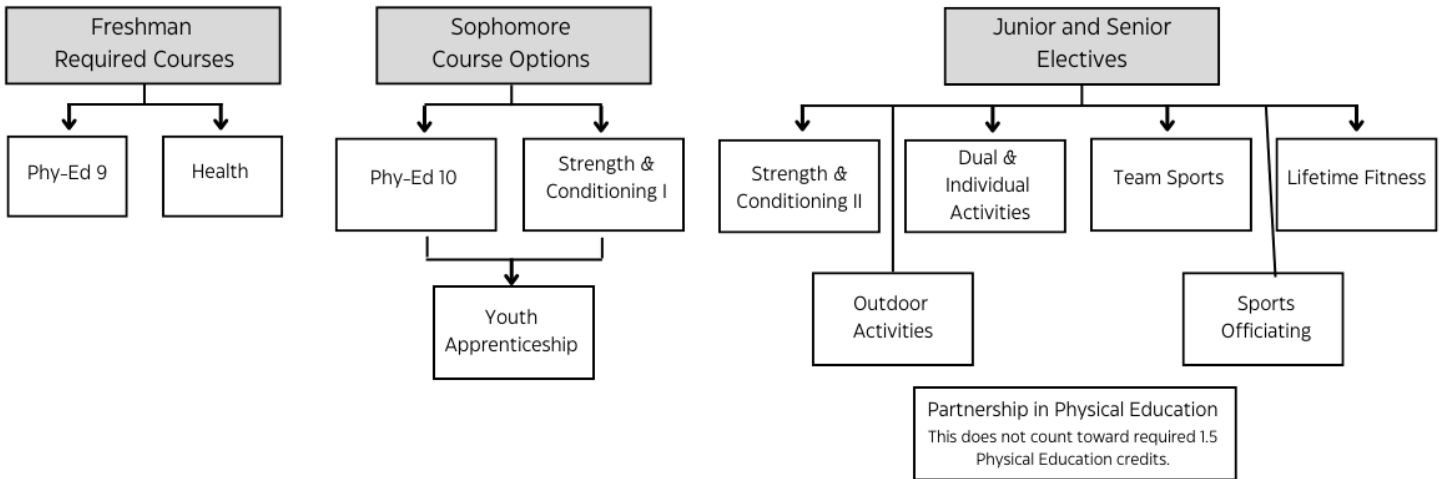
| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|---|--|---|
| <p>Math Foundations</p> <p><i>**Not NCAA Approved Core Course**</i></p> | <p>Math Foundations will use Core Connections, Course 3 which is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.</p> <p>The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.</p> <p>This course is designed for students that have difficulties in mathematics and will prepare students for an Algebra 1 curriculum. Students will be selected for this class based on standardized tests, parental input and teacher recommendations.</p> | <p>9th</p> <p>1 credit</p> <p>Prerequisites: Score of 70 or below on the Algebra Readiness Test or teacher recommendation</p> |
| <p>Algebra I</p> <p>Required Course</p> | <p>Core Connections Algebra aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data. On a daily basis, students in Core Connections Algebra use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.</p> | <p>9th – 10th</p> <p>1 credit</p> <p>Prerequisites: Math Foundations</p> <p>OR a score of 70 or above on the Algebra Readiness Test</p> |
| <p>Geometry</p> | <p>Core Connections Geometry aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two- and three-dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles, and using the language of set theory to compute and interpret probabilities for compound events. On a daily basis, students in Core Connections Geometry use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.</p> | <p>9th – 12th</p> <p>1 credit</p> <p>Prerequisites: Algebra I</p> |
| <p>Algebra II</p> | <p>Core Connections Algebra II aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry. On a daily basis, students in Core Connections Algebra 2 use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.</p> | <p>9th – 12th</p> <p>1 credit</p> <p>Prerequisites: Geometry</p> |
| <p>Technical College Career Math</p> <p><i>**Not NCAA Approved Core Course**</i></p> | <p>This course begins with a short review of basic arithmetic skills and continues with the application of these skills. Problem solving involving fractional and decimal dimensions is emphasized. The course also includes introductory algebra with emphasis on utilization of formulas including work with signed numbers. First-degree equation solution is also emphasized. Topics covered in the 2nd term include the basic geometry of plane and solid figures, right-triangle trigonometry, oblique-triangle trigonometry, and applications of these topics.</p> | <p>11th – 12th</p> <p>1 credit</p> <p>Prerequisites: Passing grade in Algebra I</p> |

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| <p>Elementary Statistics</p> <p>UW-Superior dual-enrollment MATH 130</p> <p><i>(Weighted Grade)</i></p> | <p>This is an introductory course for students of all disciplines. It includes descriptive statistics, probability, the binomial and normal distributions, confidence intervals, correlation and linear regression, Central Limit Theorem, and one-sample (population mean and population proportion) and two-sample (population means) hypothesis testing. Problems are taken from various fields of study dependent on statistical decision making.</p> | <p>10th – 12th</p> <p>1 credit, 4 credits</p> <p>Prerequisites: C or better in Algebra II</p> |
| <p>PreCalculus</p> <p>UW-Superior dual-enrollment MATH 115</p> <p><i>(Weighted Grade)</i></p> | <p>This course covers the algebra and trigonometry required for Calculus and Analytic Geometry. Topics include review of intermediate algebra; composite and inverse functions; systems of equations; partial fractions; matrices; polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, identities, and equations; the binomial theorem; and fundamentals of analytic geometry.</p> | <p>10th – 12th</p> <p>1 credit, 5 credits</p> <p>Prerequisites: C or better in Algebra II</p> |
| <p>Calculus and Analytic Geometry I</p> <p>UW-Superior dual-enrollment MATH 240</p> <p><i>(Weighted Grade)</i></p> | <p>A first course in the fundamentals of calculus. Topics include: real numbers; functions; limits; continuity; derivatives, integrals; the use of computational tools in calculus; transcendental functions; and applications.</p> | <p>11th – 12th</p> <p>1 credit, 4 credits</p> <p>Prerequisites: Passing grade of C- or higher in PreCalculus</p> |
| <p>Calculus and Analytic Geometry II</p> <p>UW-Superior dual-enrollment MATH 241</p> <p><i>(Weighted Grade)</i></p> | <p>A continuation of Calculus and Analytic Geometry 1 (MATH 240). Topics include: conic sections; techniques and applications of integration; parametric curves and polar coordinates; indeterminate forms; improper integrals; and infinite series.</p> | <p>11th – 12th</p> <p>1 credit, 4 credits</p> <p>Prerequisites: Passing grade of C- or higher in Calculus and Analytic Geometry I</p> |

PHYSICAL EDUCATION & HEALTH

****1.5 credits of physical education are required for graduation.**

Spooner High School Phy-Ed and Health



| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|---|---|---|
| <p align="center">Health</p> <p><i>Required Course</i></p> | <p>This course is designed to provide students with an introduction to the mental, physical, social and emotional, and environmental components of human wellness. Goal setting and decision making are foundational components of this course. Specific topics include decision making, nutrition and wellness, mental wellness, relationships, violence prevention, body systems, substance use and abuse, disease prevention, safety and consumer health. Human sexuality and sexually transmitted infections/disease education, within established guidelines, is an integral part of this course.</p> | <p align="center">9th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| <p align="center">Physical Education 9</p> <p><i>Required Course</i></p> | <p>During the term, physical fitness will be emphasized. Fitness testing will be completed at the beginning and end of the term. Dual, individual and lifetime activities will be taught. The goal of PE 9 is to provide a knowledge base and practical experience in small sided movements and physical fitness. PE 9 provides a foundation upon which each person can make informative decisions for their personal fitness for a lifetime.</p> | <p align="center">9th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| <p align="center">Physical Education 10</p> | <p>In this course students will complete fitness testing at the beginning of the term and use their individualized data and apply knowledge from PE 9 to create a personalized fitness program incorporating all the components of health related fitness. In addition, students will participate in team sport units. During the units, students will apply movement concepts and principles to analyze and improve performance of self and/or others in a specific skill. PE 10 provides an extension upon which each person can apply the knowledge they have to create a personalized fitness plan that will be adaptable for a lifetime.</p> | <p align="center">10th</p> <p align="center">½ credit</p> <p>Prerequisites: PE 9</p> |
| <p align="center">Strength & Conditioning I</p> | <p>Strength & Conditioning I is an introductory to weight lifting, speed, agility, flexibility, and cardiovascular endurance. This class meets every day for one term. A student in 10th grade can bypass PE 10 if they decided to take Strength & Conditioning I. This course is geared towards students and student athletes that are highly motivated and want to learn more about the physiology and anatomy of the human body. This course uses the Bigger Faster Stronger curriculum. Pre and post tests will be used to measure student fitness and monitor student progress throughout the term. Students will gain knowledge of major muscle groups, how to strengthen them, and the importance of staying physically active, physically literate, and physically fit.</p> | <p align="center">10th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: Must be 10th – 12th grade and must have completed PE 9</p> |
| <p align="center">Strength & Conditioning II</p> | <p>Strength & Conditioning II meets every day for one term. This course is an extension of Strength and Conditioning I and the Bigger Faster Stronger Curriculum. This course is geared towards students and student athletes that are highly motivated and want to learn more about the physiology and anatomy of the human body. This course will emphasize proper techniques designed to further enhance strength, muscle development, speed, flexibility, and cardiovascular fitness through weight training for students and student athletes. Students will gain knowledge from the Bigger Faster Stronger curriculum and transfer that knowledge into creating a personal workout routine and regimen. Pre and post tests will be used to measure student fitness and monitor student progress throughout the term. Students will gain knowledge of major muscle groups, how to strengthen them, and the importance of staying physically active, physically literate, and physically fit.</p> | <p align="center">11th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: Strength & Conditioning I</p> |
| <p align="center">Strength & Conditioning III & IV</p> | <p>Strength & Conditioning III & IV are independent study courses that run concurrently with Strength & Conditioning I or II. Students will use the skills and knowledge they learned in those classes to develop independent training plans to further their fitness goals.</p> | <p align="center">11th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: Strength & Conditioning II</p> |
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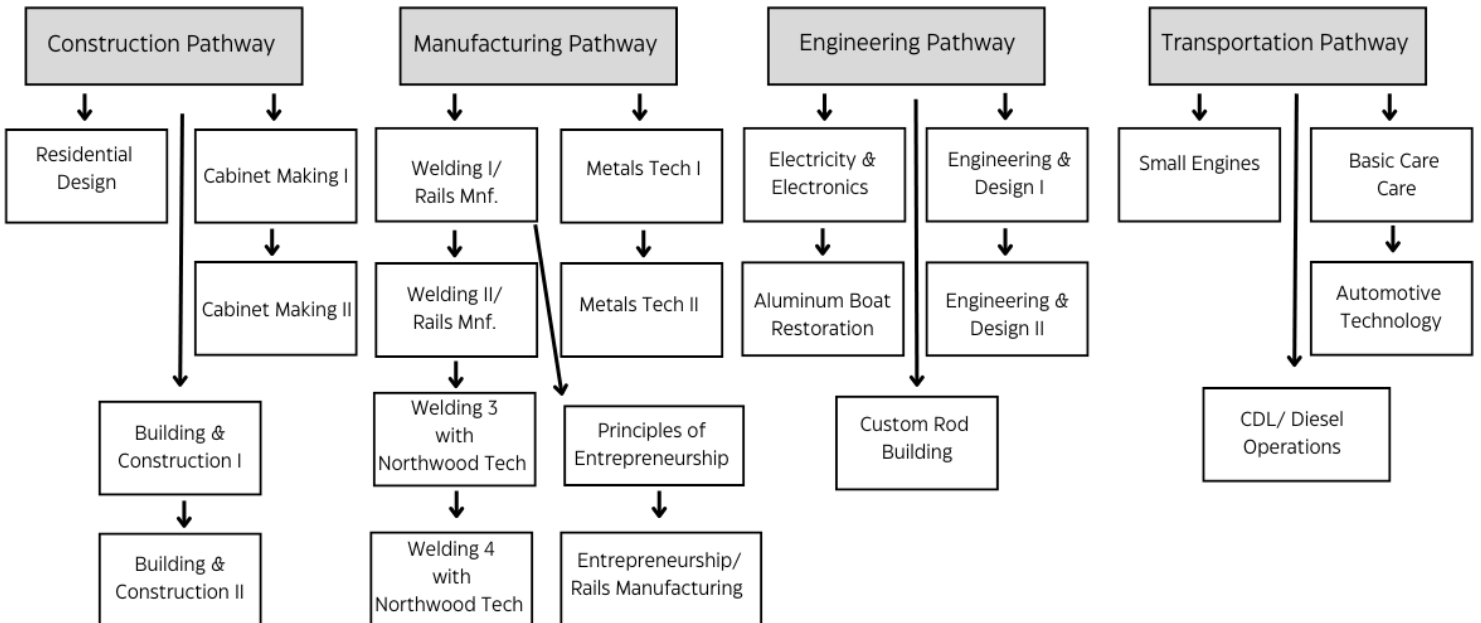
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| <p>Dual and Individual Activities</p> | <p>Building on the foundations of Physical Education 9 and 10, the Dual and Individual class will further explore lifetime sports the students can participate in after high school.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: PE 9, 10 or strength and conditioning 1</p> |
| <p>Team Sports</p> | <p>Students will experience enjoyment and fitness through playing Team Sports. They will explore a variety of games and sports in a team setting which they can pursue beyond their high school careers in an indoor or winter recreational setting. Students will understand and apply the rules, skills, and strategies to a variety of team sports. They will understand the principles of training, proper warm-up, and appropriate safety measures while respecting individual differences in a team setting.</p> <ul style="list-style-type: none"> • Field Sports, Court Sports, Racquet Sports, Target Sports, Winter Sports, New Games, Fitness gram | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: PE 9, 10 or strength and conditioning 1</p> |
| <p>Lifetime Fitness</p> | <p>In this course, students will develop a personalized fitness plan that meets their individual needs. Different types of aerobic and weight lifting options will be addressed so the students find the type of workout that fits their needs and lifestyle. Basic human anatomy and physiology will be covered. Students will journal their fitness activities and monitor their fitness level. Students will be exposed to a variety of lifetime activities including but not limited to Badminton, Pickleball, Volleyball, disc golf, snow shoeing, and cross country skiing.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: PE 9, 10 or strength and conditioning 1</p> |
| <p>Partnership in Physical Education</p> | <p>Partnership in physical education provides students with the opportunity to develop leadership skills while engaging with a peer partner in the adapted physical education class. You will have the opportunity to work in small groups or one-on-one with a student in adapted physical education, to motivate and encourage students to do their best at all times. In doing so, you will learn individuals with special needs are capable of doing all activities, and you will learn how activities can be modified to lend to student success. Daily participation is expected. Students will earn elective credit towards graduation for successful completion of this course.</p> | <p>11th – 12th</p> <p>Does not count towards PE graduation requirements.</p> <p>Prerequisites: None</p> |
| <p>Outdoor Educational Activities</p> | <p>The physical education department will strive to expand the interests and knowledge based off of what Northern Wisconsin provides to us. We will give students the opportunity to experience outdoor activities through a variety of ways. Students will experience techniques and strategies to be able to compete or enjoy recreationally in the following units: Archery, Fishing, Disc Golf, Snowshoeing, Cross Country Skiing, and hiking and navigating.</p> | <p>Prerequisites: Completion of PE 9 and PE 10 or Strength and Conditioning I</p> |
| <p>Sports Officiating</p> | <p>Students would be able to take a class that would give them the training of the rules and mechanics for officiating WIAA Sports. At the end of the class students will take the WIAA exam to be certified as a Sports official. We will offer this opportunity for Basketball, Volleyball, Baseball and Softball.</p> | <p>11th & 12th</p> <p>Prerequisites: Complete PE 9, PE 10 or Strength and Conditioning 1</p> |




INDUSTRIAL TECHNOLOGY



****Industrial Technology electives may be used to fulfill Career and Technical Education requirements for graduation.**

Spooner High School Technology Education

Technology Education I



| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
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| Automotive Technology | Automotive Technology is a course dealing with the basic servicing and repairing of the modern automobile. The course is only offered to students in the 11th and 12th grade. The course is divided into two areas: classroom and shop work. The classroom area deals with basic fundamentals or theory and how it is applicable to all models of all makes of automobiles. The second area of the course deals with the practical application of the learned basic fundamentals or theory. | 11th – 12th ½ credit Prerequisites: Basic Car Care |
| Basic Car Care | If you own or plan on owning a car, this class is for you! No experience is required. This course will cover how cars work, how to keep them maintained, buying and selling tips, and basic repairs. Even if you do not plan on working on your own vehicle, it is important to learn these basic skills and building an understanding of automotive jargon. | 10th – 12th ½ credit Prerequisites: Tech Ed I |
| Building Construction  | Building Construction is designed to give you “real-world” experience in the area of residential construction. Each student will be a member of a construction crew responsible for; laying out and constructing a Carpenter’s Union designed house “Mock Up”. Each student that completes the mock up to standard may receive a Certification from the Carpenters International Training Fund. | 11th – 12th ½ credit Prerequisites: Tech Ed I |
| Cabinet Making  | This course is designed to give students a good working knowledge of cabinet making techniques. Properties of materials, joinery and finishing are a few areas to be covered during this course. A student built project will be part of the final requirements. (A fee may be attached to this course.) | 9th – 12th ½ credit Prerequisites: Tech Ed I |
| CDL/Diesel Operations | This course explores the mass transportation industry from the operator’s perspective. First, students will be instructed in the procedure for obtaining a commercial driver’s license (CDL) through the Wisconsin Department of Transportation Wisconsin Commercial Driver’s Manual. Course material will prepare students for the knowledge tests on Class A, Class B, and/or Class C CDL with Air Brake, Combination Vehicle, Tank, Hazardous Material, and School Bus Endorsements. The second part of the course will cover the OSHA Excavation Safety Manual. Heavy equipment operation and earth moving techniques are reviewed so that students are prepared to work on the ground or in the seat. | 11th – 12th ½ credit Prerequisites: Valid Driver’s License |
| Electricity & Electronics | Students study the basic theories of electricity and electronics. Students gain skills and understanding of the broad scope of electrical energy and its applications by being exposed to experiences in safety, electricity generation, direct and alternating current, circuits, house wiring, test equipment, soldering, electronic project construction, circuit board design and construction. The course is recommended for students interested in identifying and pursuing careers in the electrical field. Experiences gained will be useful throughout one’s life to solve every day electrical problems. | 9th – 12th ½ credit Prerequisites: Tech Ed I |
| Engineering and Design  | The knowledge of basic drafting skills is pivotal in most engineering careers. Engineering and Design is structured to give students a good understanding of the world of mechanical design. The state-of-the-art program SolidWorks is used to generate several 2-dimensional drawings and 3-dimensional solids. A solid math background and good mechanical aptitude is a plus. | 9th – 12th ½ credit Prerequisites: Tech Ed I |

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| <p>Engineering and Design II</p>  | <p>Using SolidWorks, students will delve further into mechanical design. Two- and three- dimensional drawings will be completed as well as advanced auxiliary views, revolutions, and sectioned views. Students will learn about material types, manufacturing methods as well as advanced concepts in dimensioning and specs. A final project will involve engineering and designing a product. Students will use the engineering design process to create 3D printed projects that will later be put to the test. The course is also designed to prepare students for the SolidWorks Certification Exam, which will be given at the end of the course.</p> | <p>10th – 12th</p> <p>½ credit</p> <p>Prerequisites: C or better in Engineering and Design</p> |
| <p>Metals Technology I</p> | <p>Metals Technology I is designed to provide students an introduction to any manufacturing field. Manual lathe, manual mill, off hand grinding, precision measurement, print reading, layout, and Computer Numerical Control (CNC) operation are on the list of machines students will learn. Projects are quick and fun using a variety of tools and techniques that will show you the basics of the world of machining.</p> | <p>9th – 12th</p> <p>½ credit</p> <p>Prerequisites: Tech Ed I</p> |
| <p>Metals Technology II</p>  | <p>This course is the continuation of Metals Tech I. Students will sharpen their skills in manual machining as well as further their CNC experience with more advanced parts and materials.</p> | <p>10th – 12th</p> <p>½ credit</p> <p>Prerequisites: Metals Tech I</p> |
| <p>Power Equipment & Small Engines</p> | <p>Today, the small gas engine serves as a power source for almost every conceivable type of labor-saving device. Whether it be a lawn mower for home use, an outboard for recreational use, or a generating system for industrial use, the small engine requires maintenance, service and repair. The purpose of this course is to try to provide the student with the basic knowledge of 4 stroke engine theory and practice. Learn how to work on your own equipment or just come to get your hands dirty and see how engines work.</p> | <p>9th – 12th</p> <p>½ credit</p> <p>Prerequisites: Tech Ed I</p> |
| <p>Rails Manufacturing</p> | <p>This course is developed to serve our curriculum to give students firsthand experience with product processing and development. Each class will be responsible for successful production of high quality manufactured projects. Students will quickly learn the process and procedures for safety orientation, work planning, problem solving, collaboration and precision execution. Orders will change to meet the demand of our class schedules at the high school and middle school. This class is a revenue generating class for the technology education department. Therefore, our students have deadlines and expect delivery putting real pressure on students, truly testing their newfound capabilities.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: Welding I or Metals Tech I</p> |
| <p>Residential Design</p> | <p>Residential Design is a class designed to spark an interest in residential design and building. Students will work in teams to complete a model of a residential structure. The first part of the course will be spent studying plot plans, codes and design. A floor plan will be completed using Soft Plan architectural design software. The remainder of the course will be spent in the lab, building a model of the design. Students will work in groups to complete: framing, wall covering and finish materials. Any students interested in architectural design, interior design/decorating and building construction should take this course.</p> | <p>10th – 12th</p> <p>½ credit</p> <p>Prerequisites: Tech Ed I</p> |

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| <p>Technology Education I</p> | <p>In Tech Ed I students experience their introduction to the hands-on world at Spooner High School. All students are required to earn certification in an industry recognized safety program known as Career Safe. This one-time on-line safety training allows students instant access to all of the hands-on classes taught by the Technology Education Department. Instruction is based on the Carpenters Union construction standards that focus on building a craft with many career opportunities. The class is fun and simple so students can grasp the concepts of measurement, layout, cutting, shaping, blueprint reading, fastening and finishing quickly and easily. As a result of their successful project management, students will earn Career Connections Skill Level 1 from the Carpenters International Training Fund.</p> | <p>9th – 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>Cabinet Making II</p> | <p>This is an advanced course and will build upon the skills previously taught in the Cabinet Making course. This course will introduce students to the construction of high-quality products such as cabinets and furniture. Through instructor guidance, students will select a project of choice to complete as a capstone project. Each student will design, plan and construct a project of their own. Students that complete 80% of the competencies will receive Advanced Standing with Northwood Technical College.</p> | <p>Prerequisites: Tech Ed 1, Cabinet Making</p> |
| <p>Building & Construction II</p> | <p>Construction Technology II is an instructional program that prepares an individual for employment or continued education in the occupations of Carpentry, Electrical Wiring, Masonry, or Plumbing. Construction Technology II is a continuation of Construction Technology I and provides advanced instruction and practical applications in each area. Students will continue construction procedures on the “Mock-Ups” built in Construction I to gain skills in plumbing, electrical, stair construction, interior/exterior wall finishing, and door/window installation. This class may construct a small building such as an Ice Fishing Shelter, Chicken Coop, Tiny House, Garden Shed or other similar type building.</p> | <p>Prerequisites: Tech Ed 1, Building & Construction I</p> |
| <p>Aluminum Boat Restoration</p> | <p>Fishing is a large part of our culture in northern Wisconsin as is crafting something old into something new. This class will challenge students to work as a team to overcome challenges. Our goal is to acquire a used aluminum boat, motor and trailer; strip the boat down to the hull, and rebuild the boat with modern technology. Every prerequisite will be used in some capacity to make this build happen. The finished product will be sold to create funds for the next boat build, two years later.</p> | <p>Prerequisites: Electricity & Electronics, Small Engines, Metals Technology 1, Welding 1</p> |
| <p>Welding 3&4 With Northwood Technical College</p> | <p>This class will build upon welding III and satisfy the dual credit requirements for Northwood Technical College Shielded Metal Arc Welding Class. (Dependent on Mr. Tischer getting certified as a welder by Northwood Technical College See Attached Bend Tests). Students will earn Dual Credit by welding all of the weldments that students would at the technical college level. If students pass and obtain dual credit this certificate will be eligible for grant funds from the state level to reinvest in future technology department improvements.</p> | <p>Prerequisites: Welding 2</p> |
| <p>Custom Rod Building</p> | <p>Fishing is a large part of our culture in northern Wisconsin. Crafting a custom fishing rod is the aim of this course. Students will pick a target species of fish, determine the components they will need specific to their needs, and order parts from a wholesaler. Students will be charged a fee for all components purchased. Upon completion of the build students can choose to keep the rod or sell it depending on their financial need.</p> | <p>Prerequisites: Technology Education 1</p> |

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| <p>Entrepreneurship/ Rails Manufacturing</p> | <p>Rails Manufacturing has done a great job of providing the needs of our welding students. Using the plasma table to cut our welding cards safely and efficiently has reshaped our welding curriculum. Now with the help of the Business Department and some artistic flair, what can we design? Class would pick a product to produce given the parameters of our shop and materials. Students would divide into divisions: Manufacturing and Marketing/Sales. Real world skills would be put to the test quickly and if the class turns a profit we will reinvest into the next class. If they go broke, well then they leave a deficit for the next class.</p> | <p>Prerequisites: Welding 1, Rails Manufacturing and Principles of Entrepreneurship</p> |
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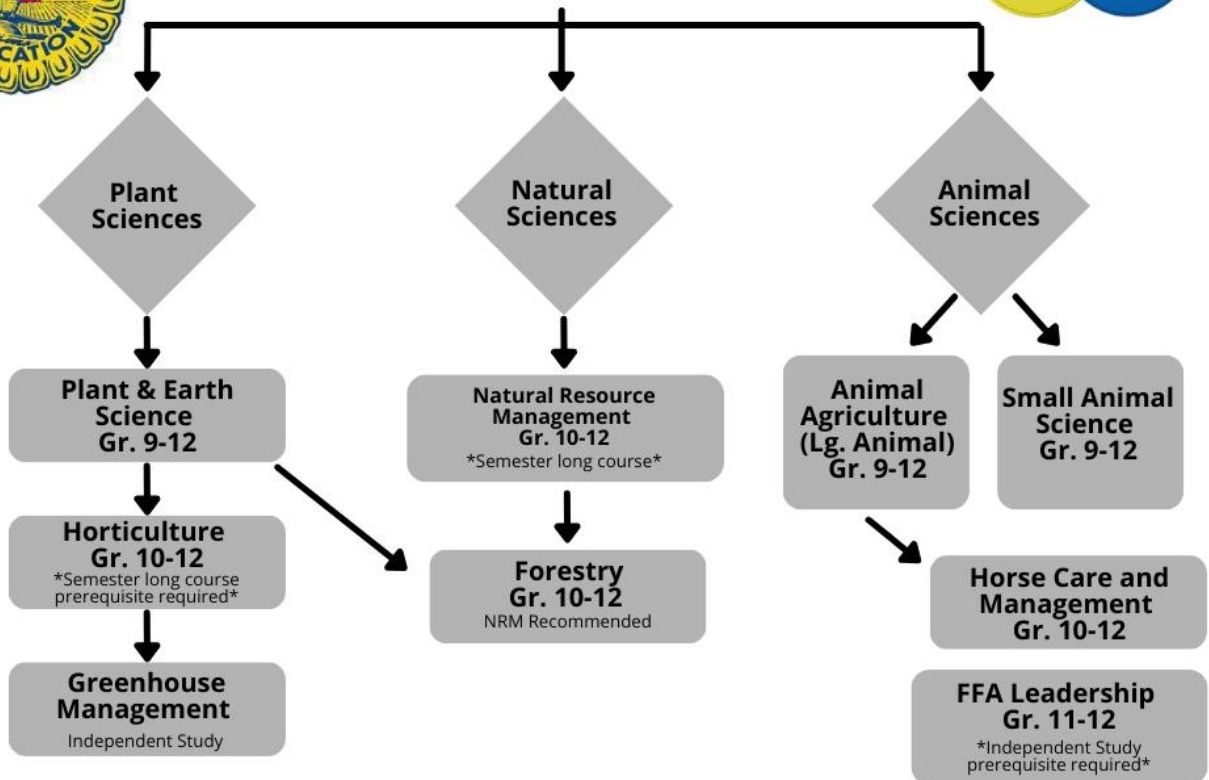
AGRICULTURE

****All Agriculture electives may be used to fulfill
Career and Technical Education requirements for graduation.**

All courses listed below may be taken as either Science or CTE credits.



SPOONER HIGH SCHOOL AGRICULTURE

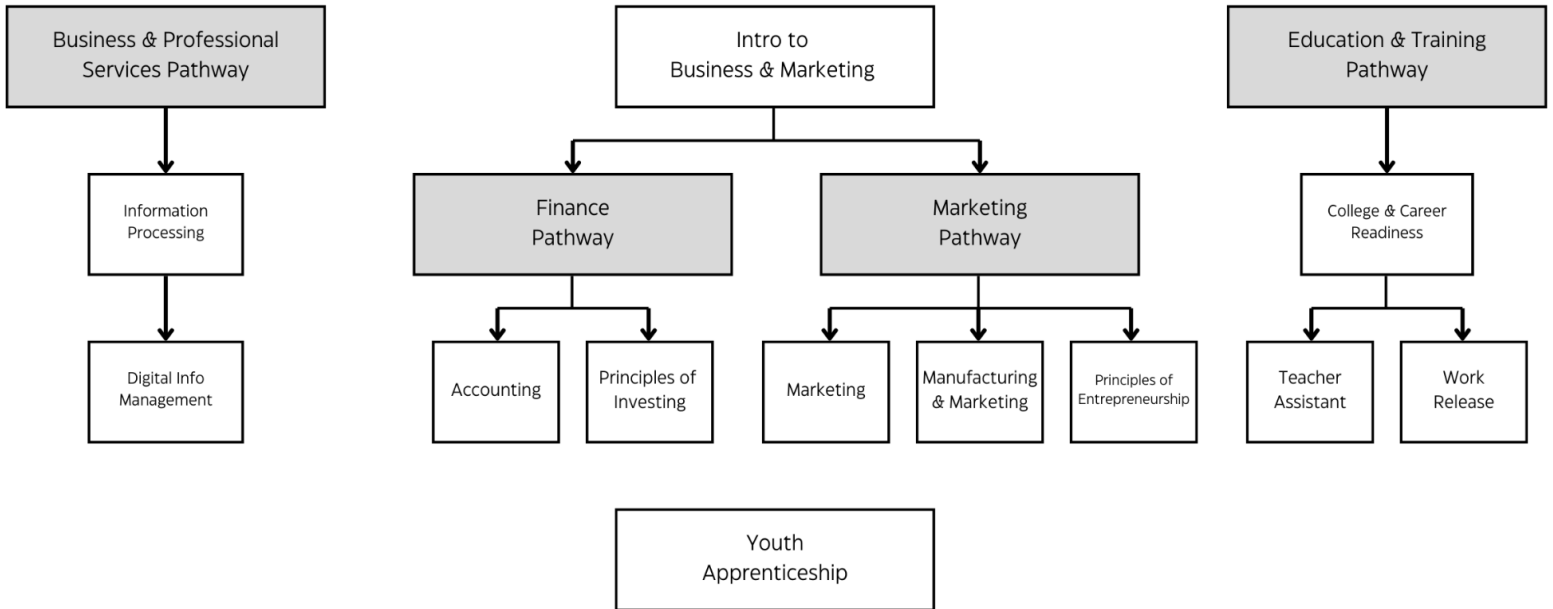


| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
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| <p align="center">Animal Agriculture</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> | <p>This class is a great opportunity for students to develop an understanding of how animals are raised to provide us with the meat, milk, eggs and fibers that we are all dependent upon for our survival. We will discuss a wide range of traditional and alternative agricultural animals from dairy cows to alligators to honeybees. We will study digestion, reproduction, meat and milk production, genetics and ethics of biotechnology. We will explore issues related to animal behavior and welfare, consumer concerns and the many career paths available in the animal sciences.</p> | <p align="center">9th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| <p align="center">Forestry</p> | <p>This course will include work in identifying various tree species, measuring timber and timber products, soils and the forest, tree planting techniques and measurement, Wisconsin forest laws, harvesting, marketing and processing cut forest products, and exploring career opportunities. Time will be spent outdoors working with a variety of tools.</p> | <p align="center">11th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None <i>(NRM recommended)</i></p> |
| <p align="center">Horse Care Management</p> | <p>Calling all HORSE enthusiasts! Whether you are an avid rider or just enjoy the horse's beauty, this class is for you. This course is designed to study the horse and its impact on today's society. Topics covered will include; history and development, breeds, internal and external anatomy, movement and unsoundness, digestion and nutrition, reproduction and breeding, diseases and parasites, behavior and training and career opportunities in the horse industry.</p> | <p align="center">10th - 12th</p> <p align="center">½ credit</p> <p>Prerequisites: C or better in Animal Agriculture or Small Animal Science</p> |
| <p align="center">Horticulture</p> | <p>Horticulture students will apply the basics of plant science to horticulture and floriculture crops. Students will be responsible for producing a greenhouse crop from propagation by seeds, seedlings and cuttings. Students will be required to walk to planting and pruning sites around the community and participate in planting the crops they have raised. Each student will be required to complete an individual landscape plan.</p> | <p align="center">10th – 12th</p> <p align="center">1 credit</p> <p>Prerequisites: C or better in Plant and Earth Science</p> |
| <p align="center">Natural Resource Management</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> <p><i>**Not NCAA Approved Core Course**</i></p> | <p>This class is for the high school student interested in his/her natural environment. It has been designed as an applied science to help the student become familiar with the proper management of our soil, water, wastes, forests, minerals, fossil fuels and fish and wildlife. Students will have the opportunity to earn their Trapping Certificate and complete a beginning taxidermy project during the wildlife unit. Students will explore and discuss current issues/events that pertain to natural resource use and management at the local, regional, state, national and global levels.</p> | <p align="center">10th – 12th</p> <p align="center">1 credit</p> <p>Prerequisites: C or better in Biology or instructor approval</p> |
| <p align="center">Plant and Earth Science</p> <p><i>(may be taken as either a Science or CTE credit)</i></p> | <p>The origin of the food we eat, the clothes we wear, and most of the products we use can be traced back directly or indirectly to the soil and the crops produced from it. Students in this course will explore basic soil structure, function, fertility, capability classes and land evaluation. Students will be required to bring in soil samples to be tested and may participate in the Tri-County Land Judging Contest. Plant topics will include plant structures, function, growth requirements and processes, reproduction, processing and products, pests and pesticides, and important crops of the county, state, country and world. Students will complete the Wisconsin Fast Plants lab to experience many of the plant topics discussed in class.</p> | <p align="center">9th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| <p align="center">Small Animal Science</p> | <p>If you love pets, this is the class for you. The focus of this class will be on the care and management of companion animals – dogs, cats, rabbits and other pets. We will spend time discussing potential careers in the animal care industry, learning the various animal body systems, handling and restraint, basic veterinary care, zoonotic diseases, common breeds of dogs, cats and rabbits, pet ownership responsibility and pet nutrition.</p> | <p align="center">9th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |

BUSINESS EDUCATION

*****Business Education electives may be used to fulfill Career and Technical Education requirements for graduation.***

Spooner High School Business Education



| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|---|--|--|
| Accounting | Accounting is a business education elective concentrating on the basic principles of accounting. This course may be used vocationally to prepare for employment or as a general education course to gain assistance in managing one's financial affairs by maintaining adequate records. Students will become acquainted with the language of business and accounting and may utilize the computer to complete some accounting practices. Examples of activities in the accounting course include recording transactions, preparing work sheets, financial statements, payroll records, and the completion of an accounting simulation program. | <p align="center">11th – 12th</p> <p align="center">1 credit</p> <p>Prerequisites: None</p> |
| College and Career Readiness <i>Required Course</i> | College and Career Readiness is designed to lead students through a process of self-knowledge and the use of that knowledge for effective college and career planning. Students will explore successful personal habits that lead to positive results in any college or career. Students will work with the 16 career clusters and explore how these clusters can help guide their career planning. In addition to career planning, students will explore the world of work, how it operates, and how they can develop the soft-skills to fit into that world. | <p align="center">11th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| Digital Information Management** | Formally Information Processing 2. Digital Information Management helps students prepare for a lifetime of computer success in business and personal/professional life. Students will receive a solid introduction to Microsoft Office and its applications (Word, Excel, Access and PowerPoint). As a continuation of Information Processing, advanced features of MS Word will be used. This will include using mail merge, tabling, and design features. Using MS Excel, students will create, edit, and format Excel worksheets that include formulas, functions, and charting. Students will become proficient with advanced features including cell referencing formulas and logic functions that provide the information needed to analyze various financial documents. Basic instruction of MS Access will be utilized to report and analyze information by creating and maintaining a database. Enhanced practices using MS PowerPoint will provide effective business-like communications. Real-life simulations that integrate all applications of Microsoft Office will be included. | <p align="center">10th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: Information Processing</p> |
| Information Processing | Information Processing is for all students in high school. It is designed to teach/review the basic use of the keyboard, and develop speed and accuracy with touch-typing. Students will be introduced to Microsoft Office using the features of Microsoft Word. Keyboarding skills, coupled with Microsoft Word, will allow each student to become efficient with document formatting in personal and professional applications. Microsoft Word will be used to format business letters, envelopes, unbound reports, MLA reports, tables, and meeting documents. | <p align="center">9th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| Introduction to Business & Marketing | This class is for high school students interested in pursuing a career in the fields of business or marketing. The class will cover units dealing with business operations and management, entrepreneurship, customer service, the four P's of marketing, advertising and other business topics. A variety of classroom activities, videos and projects will be used in class. | <p align="center">9th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: None</p> |
| Marketing | This is a comprehensive examination of marketing. It stresses that the objective of business is to profit through the determination and satisfaction of customer needs and wants. Further, it details a strategy through which this objective can be achieved. Major topics include the marketing environment, target market determination, and the pricing, distribution, and promotion of market-demanded products and services. Students will demonstrate their understanding of these concepts through the development of a marketing plan for a product they create. | <p align="center">10th – 12th</p> <p align="center">½ credit</p> <p>Prerequisites: Intro to Business & Marketing</p> |

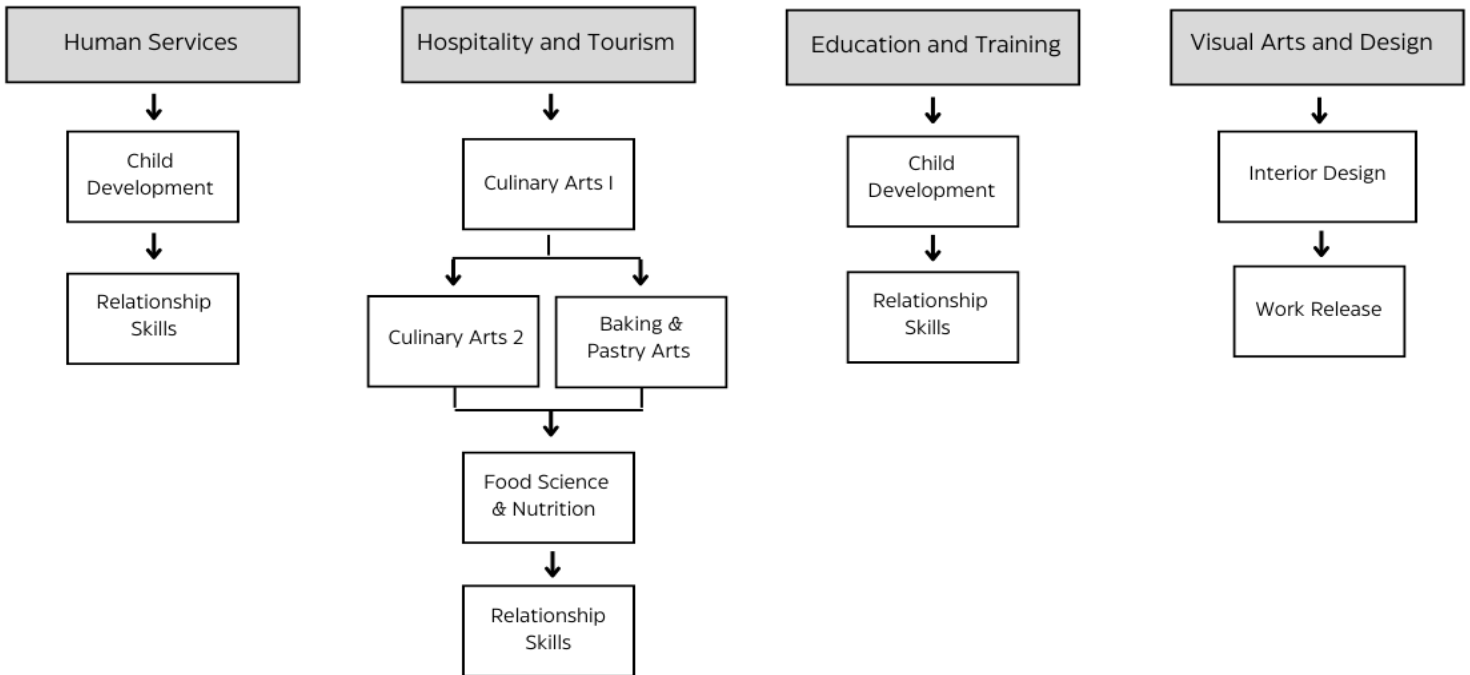
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| <p>Principles of Entrepreneurship</p> | <p>The Principles of Entrepreneurship course is designed for high school students to explore the dynamic world of entrepreneurship and small business development, aligned with Wisconsin state standards. This course will provide students with the essential skills, knowledge, and mindset needed to launch and manage their own business ventures successfully.</p> | <p>10th – 12th</p> <p>½ credit</p> <p>Prerequisites: Intro to Business & Marketing</p> |
| <p>Principles of Investing</p> | <p>The Principles of Investing course is designed for high school students to gain a foundational understanding of investment concepts and strategies, aligned with Wisconsin state standards. This course will explore various types of investments, including stocks, bonds, mutual funds, and real estate, while emphasizing the importance of financial literacy and responsible decision-making.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: Intro to Business & Marketing</p> |
| <p>Teacher Assistant <i>(Pass/Fail Course)</i></p> | <p>This course is designed to allow students to assist teachers in a classroom setting. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are required to have a minimum 2.5 GPA to participate and will be limited to two terms each year. Counselor and administrative approval required.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>Work Experience <i>(Pass/Fail Course)</i></p> | <p>This class allows the opportunity for students to gain work experience and life skills during this scheduled block of time. Students may be released from school for a maximum of one block during the school day. Meetings with school-to-work coordinator, training agreement, quarter evaluations and time sheets are required. The student must be in good class standing and have approval from the counselor and school-to-work coordinator. Students must have a 2.0 GPA to participate in this opportunity. Counselor and administrative appeal may be considered. <i>*Work Experience can only count for 2.0 credits toward graduation.</i></p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: Must have job and completed paperwork</p> |
| <p>Youth Apprenticeship</p> | <p>Youth Apprenticeship gives high school juniors and seniors an opportunity to explore their chosen career path. This is a one or two year “earn while you learn” program for high school juniors and seniors consisting of work and related classroom instruction in a chosen occupation. Training is received on-the-job where the employer teaches the skills of the occupation. YA opportunities are organized into 16 program areas with specific occupational pathways within each. Students will enter into an agreement with the school and employer. Upon successful completion, students will receive a state Certificate of Occupational Proficiency from WI Department of Workforce Development.</p> | <p>11th – 12th</p> <p>½ credit</p> <p>Prerequisites: Job must pay minimum wage, offer worker’s compensation, and provide required hours and evaluations.</p> |

****Not offered during the 2025-2026 school year.**

FAMILY AND CONSUMER SCIENCE

****Family and Consumer Science electives may be used to fulfill Career and Technical Education requirements for graduation.**

Spooner High School Family and Consumer Science

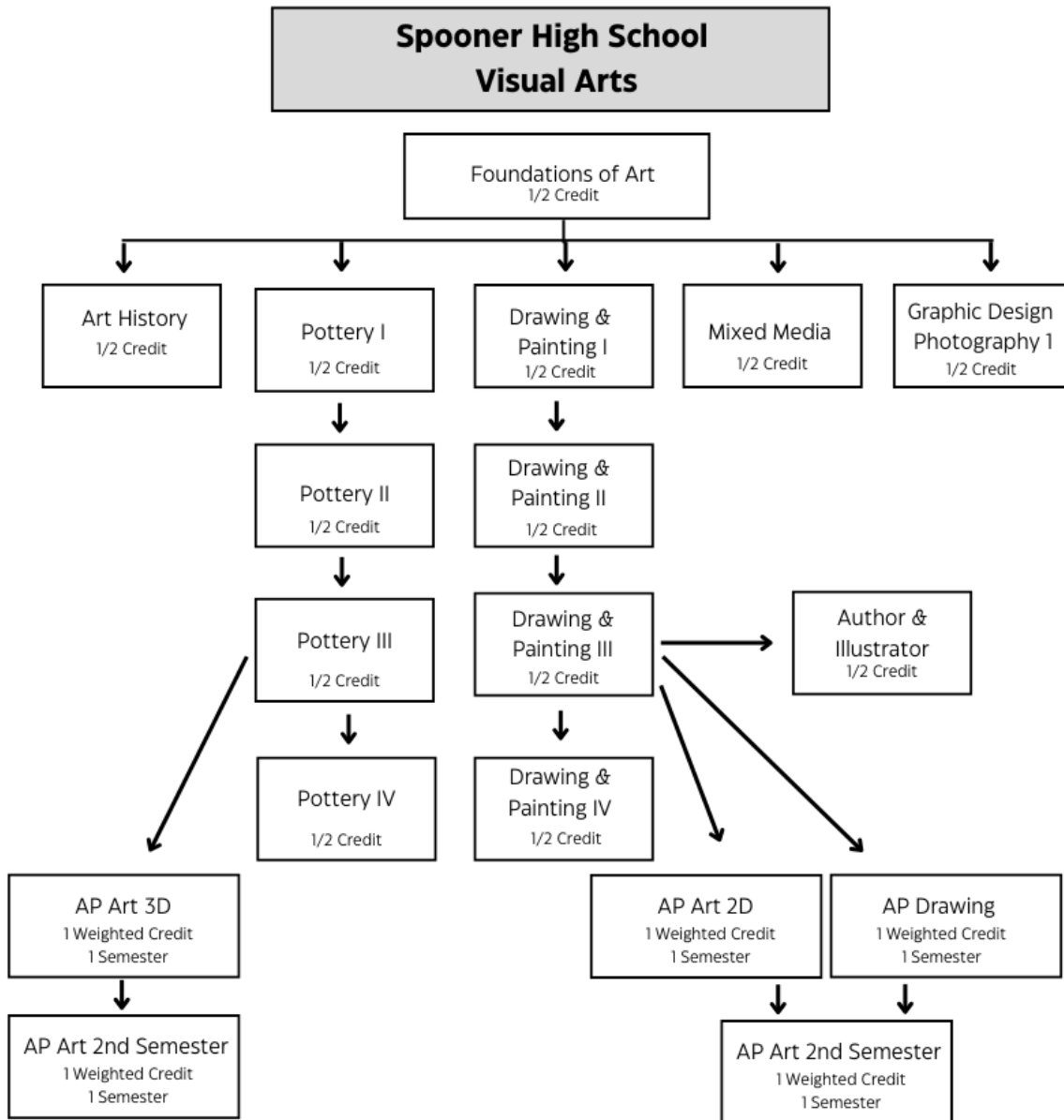


| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|-------------------------------|---|---|
| Baking and Pastry Arts | This course is designed for the student with a personal interest in baking or for the student with a career interest in becoming a professional baker or pastry chef. This hands-on course will help build a strong foundation of the principles and skill to prepare and create breads, pastries, cookies, quick breads, chocolate, cheesecake, crème brulee, cakes and basic decorating. This course also includes instruction on the function of ingredients, equipment, costs and career opportunities in the field of pastry and baking. | 10th – 12th <i>½ credit</i> Prerequisites: Culinary Arts I |
| Child Development | Child Development focuses on the scientific study of children from conception through the age 2. Students will study and discuss parenting readiness, teen parenting issues, pregnancy and conception, effective newborn care, as well as learning about the physical, emotional, social and cognitive development of children. There will also be an opportunity to practice parenting skills with the “RealCare Baby” simulators, a computerized realistic life-like baby with life-like needs. This course is appropriate for students entering career fields in education, sociology, psychology, and Family and Consumer Sciences Education and Health Sciences. | 9th – 12th <i>½ credit</i> Prerequisites: None |
| Culinary Arts I | This introductory course students will learn how to read and evaluate recipes, correctly measure ingredients, correct utensil and appliance operation and basic cooking principles and techniques. Included is the study of principles is the cooking and handling of grains and pasta, fruits, vegetables and proteins such as dairy, cheese and eggs. A variety of foods are prepared in a lab group setting, allowing students hands-on experience in cooking. 21st Century Skills are practiced – problem solving, cooperation, collaboration and teamwork. | 9th – 12th <i>½ credit</i> Prerequisites: None |
| Culinary Arts II | This course expects that students are efficient and knowledgeable regarding basic measurement, following recipes and use of equipment and appliances. This course allows students to practice and explore various skills in culinary arts and management used in many foodservice settings. Some of the units of study include food safety and sanitation, knife cuts and knife skills, cooking and handling principles of meat, fish and poultry, incorporating and using herbs and spices, grand sauces, soups, sandwiches and conclude by researching various cultures around the world with an emphasis on their food customs and food preparation techniques. | 9th – 12th <i>½ credit</i> Prerequisites: Culinary Arts I or instructor approval |
| Foods & Nutrition | This course connects the culinary concepts with nutrition and meal management in preparing wholesome, nutrient-rich recipes. Students will learn about the six main nutrients: proteins, carbohydrates, fats, vitamins, minerals, and water, along with the important functions of each and how they relate to their wellness. Ultimately, students will be given the opportunity to have the necessary skills to plan, purchase and prepare nourishing meals and to evaluate and improve their day-to-day food choices. Labs are incorporated weekly allowing students to apply what they have learned. | 9th – 12th <i>½ credit</i> Prerequisites: None |
| Interior Design | This project-oriented course is designed to teach a variety of topics related to homes and their interiors. The course will discuss the need for housing, along with the impact of design, furniture, floors plans, and much more! Activities will focus on the selection and planning of designed spaces to meet needs, wants, values and lifestyles in order to create safe, functional and pleasing spaces. Possible course topics include housing types, architectural design, interior design, furniture styles and arrangement, and the application of the elements and principles of design. The information learned in this class can be used for personal enhancement of present and future living environments, but will also apply to students who have interest in pursuing a career in the Visual Arts and Design Pathway. | 9th – 12th <i>½ credit</i> Prerequisites: None |
| Relationship Skills | This discussion-based course is designed for students thinking about a career that relates to human services where you will be working with families, children or people in general, or anyone planning on having a family someday. Topics cover important aspects of human relationships such as positive communication, self-awareness, conflict resolution, stress management, identifying healthy vs. unhealthy relationship qualities, dating, engagement/marriage, family dynamics including function of the family unit, family structures, characteristics of strong families. | 11th – 12th <i>½ credit</i> Prerequisites: None |

VISUAL ARTS

****Visual Arts electives may be used to fulfill general elective requirements for graduation.**

To build the foundation for other courses students must complete Foundations of Art with a grade of C or better or consent of the instructor before taking any other art classes. Students will be evaluated through their demonstration of meeting art standards.



| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
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| Art History | Interested in learning about art, architecture and history and then creating artwork based on different cultures and periods in history? Then, this is the course for you! | 9th – 12th ½ credit Prerequisites: Foundations of Art |
| AP Art Drawing <i>(Weighted Course)</i> | This course is intended and designed for highly motivated students that are committed to a serious and rigorous study in art; specifically drawing and painting, etc. Students will work toward developing mastery in concept, composition and execution of their ideas; therefore, refining their own artistic style. Students will create a comprehensive portfolio that may meet the requirements for entry into college-level classes. The AP portfolio encompasses two areas, Concentration and Breadth. A minimum of 20 works will be completed for the AP Portfolio. It is highly recommended for those enrolled to start on projects the summer before the school year in order to have enough time to create quality artwork. There is a sizable fee for portfolio submission which can be covered in scholarship funds for those who qualify. *A syllabus will be provided at the pre-admittance conference. | 12th 1 credits Prerequisites: B or better in: Foundations of Art Drawing & Painting I, II, and III or instructor approval <i>(Must have a pre-admittance conference with instructor)</i> |
| AP Art 2D <i>(Weighted Course)</i> | This course is intended and designed for highly motivated students that are committed to a serious and rigorous study in art; specifically in photography, printmaking, graphic design/illustration, etc. Students will work toward developing mastery in concept, composition and execution of their ideas; therefore, refining their own artistic style. Students will create a comprehensive portfolio that may meet the requirements for entry into college-level classes. The AP portfolio encompasses two areas, Concentration and Breadth. A minimum of 20 works will be completed for the AP Portfolio. It is highly recommended for those enrolled to start on projects the summer before the school year in order to have enough time to create quality artwork. There is a sizable fee for portfolio submission which can be covered in scholarship funds for those who qualify. *A syllabus will be provided at the pre-admittance conference. | 12th 1 credits Prerequisites: B or better in: Foundations of Art Drawing & Painting I, II, and III or instructor approval <i>(Must have a pre-admittance conference with instructor)</i> |
| AP Art 3D <i>(Weighted Course)</i> | This course is intended and designed for highly motivated students that are committed to a serious and rigorous study in art; specifically using clay, plaster or other mediums to create 3D artforms. Students will work toward developing mastery in concept, composition and execution of their ideas; therefore, refining their own artistic style. Students will create a comprehensive portfolio that may meet the requirements for entry into college-level classes. The AP portfolio encompasses two areas, Concentration and Breadth. A minimum of 20 works will be completed for the AP Portfolio. It is highly recommended for those enrolled to start on projects the summer before the school year in order to have enough time to create quality artwork. There is a sizable fee for portfolio submission which can be covered in scholarship funds for those who qualify. *A syllabus will be provided at the pre-admittance conference. | 12th 1 credits Prerequisites: B or better in: Foundations of Art Pottery I, II, III or IV or instructor approval <i>(Must have a pre-admittance conference with instructor)</i> |
| AP Art - 2nd Semester | This course is for students who wish to submit their AP Art Drawing, AP Art 2D, or AP Art 3D Portfolio in the spring. (This course may be repeated for each of the AP courses for credit.) | 11th - 12th 1 credit Prerequisites: AP Art Drawing, 2D, or 3d. |

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| Drawing & Painting I | This class provides an opportunity to practice using the elements and principles in artwork through drawing and painting projects that may include graphite, charcoal, chalk pastels, oil pastels, pen and ink, colored pencils, markers, watercolors, tempera paint and acrylic paint. | 9th – 12th ½ credit Prerequisites: Foundations of Art |
| Drawing & Painting II | This class focuses on exploring different ways to use art materials and to encourage students to experiment with mediums and art styles to enhance their personal art styles. | 10th – 12th ½ credit Prerequisites: Drawing & Painting I or instructor approval |
| Drawing & Painting III | This class focuses on the development and creation of artwork based upon individual expression while developing a personal style using mediums chosen by the student. | 11th – 12th ½ credit Prerequisites: Drawing & Painting II with B or better or instructor approval |
| Graphic Design / Photography I | This class focuses on the use of cameras to capture photographs through considerations of composition and photographic techniques as well as learning the Adobe Photoshop program which is used by graphic designers to create artwork for advertisements, publications, etc. | 10th – 12th ½ credit Prerequisites: Foundations of Art |
| Foundations of Art | This introductory class provides an opportunity to explore mediums through units of drawing and painting which may include graphite, charcoal, chalk pastels, oil pastels, pen and ink, colored pencils, markers, watercolors, tempera paint and acrylic paint. | 9th – 12th ½ credit Prerequisites: None |
| Mixed Media | This studio class focuses on the development and creation of artwork based upon individual expression. References of artists from various movements will serve as inspiration for students in their own creations. Both 2D and 3D projects allow students the opportunity to explore their own creativity and make choices (how to carry out a project and make best use of a particular medium). | 9th – 12th ½ credit Prerequisites: Foundations of Art or instructor approval |
| Pottery I | This is an introductory pottery course geared towards students who like to get their hands dirty. Students will learn basic pottery techniques, tools and vocabulary that will allow them to take additional pottery classes. Class projects will include sketches, wheel thrown and hand built pottery and sculpture. | 9th – 12th ½ credit Prerequisites: Foundations of Art |
| Pottery II | This studio class builds upon skills developed in Pottery I. Students will be able to focus on wheel thrown, hand built, sculpture or a combination depending upon their interest. Students will focus on individual artistry for their personal growth and developing a personal style. | 10th – 12th ½ credit Prerequisites: Pottery I with B or better or instructor approval |
| Pottery III | This studio class may meet at the same time as Pottery II class. Each class will have a different and specific curriculum and requirements. Curriculum is based upon advancing techniques and skills developed in previous pottery classes. There is a high expectation for enrolled students to complete elaborate wheel thrown, hand built and sculptural pottery to be included in a portfolio. The class focuses on the development and creation of artwork based upon individual expression while developing a personal style. | 10th – 12th ½ credit Prerequisites: Pottery II with B or better or instructor approval |

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| <p>Drawing/Painting IV</p> | <p>This course is for students who wish to continue to refine their skills in drawing and painting. Students will study artwork from Art History. They will then create their own unique artwork to create their own pieces using the style of the artists as inspiration.</p> | <p>11th - 12th ½ credit Prerequisites: Drawing/Painting III Or Instructor Approval</p> |
| <p>Pottery IV</p> | <p>This course is intended and designed for students who wish to work toward mastery in ceramic arts. Students will focus on forms and techniques developed throughout the history of ceramic art and use those forms and techniques to create their own ceramic pieces.</p> | <p>11th - 12th ½ credit Prerequisites: Pottery III Or Instructor Approval</p> |
| <p>Author and Illustrator</p> | <p>This course is for students who wish to write content for books and illustrate their books. A variety of formats (such as comics, short stories, poetry, children's stories, etc.) will be explored based on the interests of each student. The goal is to create work that is ready for publishing, through self-publishing programs such as Amazon KDP or Mixbook for one-off printing</p> | <p>11th - 12th ½ credit Prerequisites: Drawing/Painting II or Instructor approval</p> |

FOREIGN LANGUAGE

****Foreign language electives may be used to fulfill general elective requirements for graduation.**

The Spooner High School Spanish Department offers up to 5 years of Spanish courses to fully prepare students to become bilingual citizens. Spanish language skills enhance job opportunities for all students irrespective of their career choices, as our Spanish classes prepare students to use the language in everyday activities. Students need to know that some colleges require 2-3 years of high school foreign language for entrance, and most recommend 3-5 years. In addition, many colleges require foreign language credits for college graduation. Thus, students with 3-5 years of high school Spanish may test out of college foreign language requirements or receive up to 16 retroactive college credits for high school language study. Spanish I and II can be taken in the same year and Spanish III and IV can be taken in the same year, but since Spanish IV and V students are together in the same class, these levels may not be taken in the same year. Students need to plan ahead to fit in advanced coursework.

| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
|---|---|--|
| Spanish I | This class has an emphasis on fundamental grammar concepts that will help students communicate in Spanish. Students develop reading, listening, and writing skills in the language. Students learn about Hispanic culture through the use of various authentic materials, music, films, and short stories. Cultural field trip, when available. | 9th - 12th 1 credit Prerequisites: None |
| Spanish II | Students will expand their knowledge of the language and learn more about Hispanic culture through the use of various authentic materials, music, movie talk videos, films, short stories and novels. This class includes expanded oral communication and listening skills, with more extended reading and writing. Students will learn a variety of grammar tenses and structures. Cultural field trip, when available. | 9th - 12th 1 credit Prerequisites: Spanish I |
| Spanish III <i>(Weighted Grade)</i> | All classroom activities are conducted in Spanish. Students will continue learning a variety of grammar tenses and structures in preparation for placement testing. Grammar will be studied in context, communicating in Spanish and comprehending spoken Spanish will be a focus. Students will expand their knowledge of the language and learn more about Hispanic culture through the use of various authentic materials, songs, movie talk videos, music videos, films, stories and novels. Cultural field trip, when available. | 10th - 12th 1 credit Prerequisites: Spanish II |
| Spanish IV Culture and Civilization <i>(Weighted Grade)</i> | This course will be based on Hispanic Culture and Civilization. Through the use of authentic materials, songs, films, novels, and music videos, students will expand their knowledge of the language and learn about various issues in the Spanish speaking world including: immigration, social issues, current events, environmental issues, government, and history. Advanced grammar will be studied in preparation for advanced placement testing. Communicating in Spanish and comprehending spoken Spanish will be a major focus. Cultural field trip, when available. <i>(Meets at the same time as Spanish V)</i> | 10th - 12th 1 credit Prerequisites: C or better in Spanish III |
| Spanish V Culture and Civilization <i>(Weighted Grade)</i> | This course will continue the focus on Hispanic Culture and Civilization. Through the use of authentic materials, songs, films, novels, and music videos, students will expand their knowledge of the language and learn about various issues in the Spanish speaking world. Communicating in Spanish and comprehending spoken Spanish will be a major focus. Advanced grammar study, in preparation for advanced placement testing. Cultural field trip, when available. <i>(Meets at the same time as Spanish IV)</i> | 11th - 12th 1 credit Prerequisites: Completion of Spanish IV with a minimum C average the last term |
| AP Spanish | This AP Spanish Language and Culture course will be designed to strengthen students' communication skills in both written and spoken Spanish while deepening their understanding of Hispanic cultures. Students will develop advanced language proficiency, focusing on interpreting authentic texts, engaging in complex conversations, and writing essays. The course prepares students for the AP exam through rigorous practice in listening, reading, speaking, and writing. | 11th - 12th 1 credit Prerequisites: Completion of Spanish IV or V with a minimum C average the last term or instructor approval |

PERFORMING & FINE ARTS

****Performing and Fine Arts electives may be used to fulfill general elective requirements for graduation.**

| COURSES | COURSE DESCRIPTION | GRADE LEVEL / PREREQUISITES |
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| Band | Fall season consists of marching in community parades and field marching at football games. Winter season includes several basketball games for pep band and preparation for the holiday concert. Spring is contest time for solos and ensembles and concert band concerts. Band members also participate in the Veteran's Day program, Memorial Day program and dedications at various community buildings and events. The schedule is rather full and busy but the rewards are great for those who practice and develop their musicianship. Band is an outlet for ambitious, above average students who want to participate fully. Students are requested to continue in band throughout high school. | <p>9th – 12th</p> <p>1 credit per semester</p> <p>Prerequisites: None</p> |
| Concert Choir | Concert Choir is a performance-based class dedicated to practicing and improving advanced choral skills, including part-singing, vocal production/technique, proper diction, music theory and history, ear-training and appropriate stage presence and behavior. This ensemble performs music of all genres concentrating on standard choral literature. Concert Choir meets for the entire school year and presents concerts regularly. Students are expected to participate fully in all ensemble performances. Students enrolled in this choir during the second semester are also eligible to participate in the solo and ensemble festival. | <p>9th – 12th</p> <p>1 credit per semester</p> <p>Prerequisites: None</p> |
| Digital Music Production | This course is designed to introduce the students to the world of digital audio and MIDI computer recording. By using the tools of digital recording, the students will be able to create their own musical compositions and arrangements to produce their own audio CD archives to use for listening, websites, video, or any other application where music is used. This course will explore the electronic keyboard, MIDI and audio recording, music theory, notation, arranging, transposition, sequencing, composition, music production, sound tracks, performance and copyrights. No prior musical experience is needed, however, having training on an instrument or voice is helpful. | <p>9th – 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| Drama: Senior Play | This advanced course has one goal: to produce and present the senior class play. It is expected that students in this class will eagerly assume leadership roles such as student director, stage manager, lead actors and crew chiefs in all areas of the production. | <p>12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| Drama: The Musical <i>Offered every even year: 2025-26</i> | The purpose of this course is to prepare and present a school musical. Students in the class will be responsible for all aspects of the production including performing on stage or in the pit band, serving in a director/manager role and working on stage and technical crews. Students must audition/interview to become members of this class. This course is team taught by the drama teacher, the band director, and the choral director. | <p>9th – 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| Drama: Musical Pre-Production <i>Offered every even year: 2025-26</i> | Students enrolled in this course will work to plan, organize, and complete as many non-performance aspects and tasks as possible and practical for the Term 3 musical production, including scenic design and property acquisition, sound and lighting design, wardrobe, makeup and hairstyling planning; as well as business and advertising considerations including writing and mailing donation solicitations and desktop publication of the show program, press releases, radio ads, and other advertising documents. Performance-related, pre-production planning such as planning publishing of rehearsal schedules, and especially character analysis and critical analysis and interpretation of the script will also be a priority. Students enrolled in the course will include those with leadership responsibilities for the musical and others who wish to help with non-performance aspects of the production. They would be selected during the audition/interview process used to select members for the musical class. This course is team taught by the drama teacher and the technology education teacher. | <p>10th – 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |

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| <p>Drama: The Spring Play</p> <p><i>Offered every odd year: 2024-25</i></p> | <p>The sole purpose of this course is to prepare and present the spring play. Students enrolled in this course will be expected to actively participate in all aspects of the production which range from menial stage labor to student director or lead acting roles.</p> | <p>11th - 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>Music Appreciation</p> | <p>Master works and historical eras of Western music; nontechnical, offered for enjoyment and enrichment of cultural background. Students will also learn introductory piano and guitar skills.</p> | <p>9th - 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>Music Theory</p> | <p>Music Theory is for students who wish to gain a better understanding of music and how music works through the learning of scale patterns, chords, melody, harmony, ear training, composition and much more. This class will incorporate music examples from various periods of history, as well as in today's society. Students will also learn introductory piano and guitar skills.</p> | <p>9th - 12th</p> <p>½ credit</p> <p>Prerequisites: None</p> |
| <p>Select Choir</p> <p><i>(Pass/Fail Course)</i></p> | <p>Select Choir strives to be the top performing ensemble in the choir department. This class meets during "zero" hour. Select Choir performs a wide variety of musical styles from classical to pop to vocal jazz and makes appearances at both school and civic functions. Attendance at rehearsals, performances, and competitions is crucial and mandatory. Students in this ensemble are expected to show outstanding conduct both in and out of school. Dedication and a strong desire to achieve excellence are required. <i>(Auditions are held the first week of school.)</i></p> | <p>9th - 12th</p> <p>1 credit</p> <p>Prerequisites: Audition & concurrent enrollment in Concert Choir or instructor approval</p> |