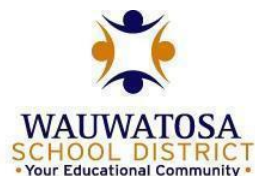




2022-2023 Course Guide





United with parents and the community, the Wauwatosa School District delivers an outstanding education that equips and inspires our students to conquer their challenges now and in the future.

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WAUWATOSA GRADUATION REQUIREMENTS

	Wauwatosa Minimum Graduation Requirements
English	4.0 credits
Oral Communication	0.5 credits
Math	3.0 credits
Science	3.0 credits
Social Studies	3.0 credits
Physical Education	1.5 credits
Health	0.5 credits
Financial Literacy	0.5 credits
Electives	7.0 credits
TOTAL	23.0 credits

- A minimum of three years of science is required for graduation, and this must include a minimum of one year of a biological science and one year of a physical science.
- A minimum of three years of math is required for graduation. Select Computer Science courses may count up to one credit of the required three math credits.
- In Social Studies, students are required to take US History II (freshman year), AP Human Geography (sophomore year) and either American Public Policy or American Public Policy-Special Emphasis (junior year).
- A semester of physical education is required each year for 3 out of 4 years of high school.
- The financial literacy requirement is fulfilled by completion of one of the following courses: Business and Personal Finance, Economics, or Independent Living.
- Per WI Act 55, to graduate a student must take “a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil [must] correctly answer at least 65 of those questions.”

COLLEGE ADMISSION REQUIREMENTS/RECOMMENDATIONS

	Minimum Requirements for University of Wisconsin System*	Recommendations for Highly Selective Colleges**
English	4 college bound credits	4-5 credits including AP level
Oral Communication		
Math	3 credits to include Algebra, Geometry, Algebra 2	4 credits including AP Level
Science	3 credits	4+ credits to include Biology, Chemistry, Physics including AP Level
Social Studies	3 credits	4+ credits including AP Level
Physical Education	-	-
Health	-	-
Financial Literacy	-	-
Electives	4 Academic Electives	Academic Electives recommended
Fine Arts	May count as Academic Electives	1 or more credits recommended
World Language	2+ credits depending on campus	4-5 credits of the same language
TOTAL	17+ Academic Credits	22+ Academic Credits

*Requirements may vary; please check university admission websites. Students are encouraged to take more than the minimum number of credits, including Advanced Placement classes.

**Students seeking admission to highly competitive institutions should consider taking as many academically rigorous and Advanced Placement classes as possible.

Academic Electives

Academic electives are not required but recommended by some colleges/universities to be taken in the areas of English, Math, Social Sciences, Sciences, and World Languages. (Some schools will also accept Fine Arts, Computer Science and Engineering courses.)

Additional Criteria Used in the College Admission Process

High school cumulative Grade Point Average (GPA) may be used as criteria in the evaluation process for many universities. Universities may also look at other factors such as the perceived rigor of the courses taken or a trend toward improvement in a student's performance as he/she advances in high school.

Standardized Test Requirements: Most colleges and universities require that students submit standardized test results as part of the application for admission process. All high school juniors in the state of Wisconsin take the ACT as part of required state-wide testing. This test administration serves as an official administration of the ACT and the results can be used when applying for admission to a college or university. Many students elect to retake the ACT, at least once, during one of the nationally scheduled test dates. In addition, some students may elect to also take the SAT and/or the SAT Subject tests. It is recommended that students consult with their counselor on which college admission test(s) they should take and for information on the national test dates and registration process.

Activities/Special Talents/Leadership Experiences: Some universities will review a student's involvement in co-curricular activities and leadership roles. These factors will be very important in the admission process at highly competitive colleges.

High School Courses Taken by Middle School Students

Middle school students in grades 7 or 8, who are enrolled in a high school course equivalent, may earn high school credit if the following conditions are met:

- There is sufficient evidence that the student is academically prepared for work in the high school course equivalent.
- The high school course equivalent is taught by a teacher licensed to teach the subject in high school.
- The high school course equivalent uses the curriculum and assessments that are equivalent to those used to teach the high school course.

WAUWATOSA HIGH SCHOOL FOUR YEAR PLANNING GUIDE

Students should use the following template to plan their course work for their high school career.

Summer Pre-9 (Optional)						
1			2			
Grade 9						
Semester 1			Semester 2			
1	English		1	English		
2	Social Studies	US History	2	Social Studies	US History	
3	Math		3	Math		
4	Science		4	Science		
5	Phy Ed / Oral Comm		5	Phy Ed / Oral Comm		
6	Elective		6	Elective		
7	Elective or Study Hall		7	Elective or Study Hall		
Summer Pre-10 (Optional)						
1			2			
Grade 10						
Semester 1			Semester 2			
1	English		1	English		
2	Social Studies	AP Human Geo	2	Social Studies	AP Human Geo	
3	Math		3	Math		
4	Science		4	Science		
5	Phy Ed / Health		5	Phy Ed / Health		
6	Elective		6	Elective		
7	Elective or Study Hall		7	Elective or Study Hall		
Summer Pre-11 (Optional)						
1			2			
Grade 11						
Semester 1			Semester 2			
1	English		1	English		
2	Social Studies	APP/APPSE	2	Social Studies	APP/APPSE	
3	Phy Ed / Financial Lit		3	Phy Ed / Financial Lit		
4	Science		4	Science		
5	Math		5	Math		
6	Elective		6	Elective		
7	Elective or Study Hall		7	Elective or Study Hall		
Summer Pre-12 (Optional)						
1			2			
Grade 12						
Semester 1			Semester 2			
1	English		1	English		
2	Elective		2	Elective		
3	Elective		3	Elective		
4	Elective		4	Elective		
5	Elective		5	Elective		
6	Elective		6	Elective		
7	Elective or Study Hall		7	Elective or Study Hall		

COURSE SELECTION PROCESS

The student course selection process typically begins in the January prior to the following school year. School counselors work in collaboration with the entire faculty and provide information to students to help them make well-informed decisions and build a complete four-year plan. Each student will have an opportunity to meet with a school counselor individually to discuss which courses to select. Students will be given a course selection form before they meet with the school counselor. Parents are highly encouraged to discuss and assist in completing this form before that scheduled meeting.

After the student has met with a school counselor, they will be asked to input their course selections into the Infinite Campus class registration portal. The registration portal will close on a specified date; after which no changes can be made. It is important that students make their course selections carefully.

CLASS DROP/ADD PROCEDURES

2022-2023 course selections are considered closed and not subject to student change as of March 1st, 2022. This is necessary as it affects the allocation of teaching staff, what courses are offered, and class sizes.

In order to continue to offer the wide range of classes currently available to students at Wauwatosa East and West, we must make the following changes regarding student course selection:

Changes will be considered for the following reasons only:

1. If a student needs to change levels (for example, math level should be adjusted higher or lower to meet the student's needs).
2. If a course has been eliminated due to low enrollment.
3. A conflict exists in the student schedule that prevents them from taking one or more of the classes they selected during the registration process.
4. A student was mistakenly scheduled into an incorrect class.
5. The Student Services Team deems that a schedule change is in the best interest of the student.
6. A student was placed on a waitlist for a closed class and a seat became available.

The following are examples of reasons to change a course selection that will not be honored:

1. The student failed to complete required summer work for an Advanced Placement course they selected.
2. The student was not able to complete the summer school class(es) they registered to take.
3. The student would like to drop a class selected because of a change in interests.
4. The student is not happy with the assigned lunch period.
5. The student would like to change teachers.
6. The student would like to be in classes with friends.
7. The student would like to change elective classes.
8. The student would like to have certain classes scheduled during particular times of the day (for example; I do better when I have Math first thing in the morning).

School Year Schedule Change Requests

Students may request a schedule change during the first two weeks, or up to six weeks when adding a study hall, of any semester only if the request complies with the add/drop policy on page 5. Students are required to be enrolled in at least 6 classes each semester. Dropping a class outside of the exceptions listed above could result in the student receiving a failing grade for the course.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program offers college level courses and examinations to high school students. Students successfully completing an Advanced Placement course are strongly encouraged to take the Advanced Placement test offered in the spring. Students obtaining a passing grade on an Advanced Placement examination may earn college credit. Many state, national, and international schools award college credit based on the results of these tests. Students may take Advanced Placement tests with or without participating in an AP course; however, students are strongly advised to consult with a content teacher and their school counselor prior to this to be adequately prepared.

The Wauwatosa School District offers the following Advanced Placement (AP) courses at the high school level:

AP American Government	AP German Language & Culture	AP Photography
AP Art History	AP Human Geography	AP Psychology
AP Art Studio	AP Language & Composition	AP Research
AP Biology	AP Literature & Composition	AP Spanish Language & Culture
AP Calculus AB	AP Physics 1	AP Seminar
AP Calculus BC	AP Physics 2	AP Statistics
AP Chemistry	AP Physics C Electricity & Magnetism	AP U.S. History
AP Computer Science Principles	AP Physics C: Mechanics	
AP French Language & Culture		

SUMMER SCHOOL

Summer school courses are offered by the Wauwatosa School District in partnership with the Recreation Department, at no charge to Wauwatosa School District students. Summer School is an opportunity for students to work ahead in course curriculum, make up credit, or have enrichment experiences for no credit. The District's website will be updated once summer school course offerings have been finalized.

MONITORING AND REPORTING STUDENT PROGRESS

The assessment of student achievement in the Wauwatosa School District is an integral part of both the teaching and learning process in every classroom. Assessing students is a continuous process where results are used by teachers to inform instruction and shared with students to inform them of their areas of strengths and weaknesses. The purpose of assessment is to monitor and report student progress toward the mastery of grade level benchmarks.

Parents/caregivers have online access to monitor grades through the Wauwatosa School District's parent portal (Infinite Campus) at any time. You can find links to Infinite Campus information and login screen on the Wauwatosa School District home page. Teachers update the information in Infinite Campus on a regular basis. Every quarter (about halfway through the semester), parents/caregivers receive communication (emails and/or voicemails) from their children's school prompting them to go into Infinite Campus and see their children's grades. Quarter grades are advisory and should be viewed as an indication of progress. Semester grades, which are received after the end of Semester 1 and Semester 2, are permanently recorded and will appear on a student's official school transcript. At the end of each semester, parents/caregivers receive communication (email and/or voicemails) from their children's school prompting them to check Infinite Campus for final grades. If you have specific questions about a course grade, contact your child's teacher. If you have a more general question, contact your child's counselor.

Letter Symbols and Values Used for Calculating a Grade Point Average

The Wauwatosa School District uses the following scale in calculating a student's grade point average in high school.

Letter Grade	Grade Point Value	Credit Earned
A	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D	1.00	Yes
D-	0.67	Yes
F (Failing)	0.00	No
P (Pass)	N/A	Yes
I (Incomplete Work)	N/A	N/A
X (Medical Excuse)	N/A	No
N (Audit)	N/A	No

*N/A denotes Not Applicable

All classes taken for credit in grades 9-12 that are graded using A, A-, B+, B, etc. will be included in a student's GPA. This includes courses taken through the Early College Credit Program, Wauwatosa Virtual Academy, home school, study abroad programs, or any courses taken virtually, in an alternative setting or off campus that are considered part of a student's academic record. This also includes high school courses taken in middle school and high school courses taken in the summer before Grade 9.

The formula for calculating a cumulative GPA is: Sum of Grade Point Values Divided By Total Number of Credits Attempted.

- The Grade Values used to calculate the Sum of Grade Point Values appear above.
- Grade Values of each course are then multiplied by the Credit Value of each course to get the Grade Point Value for each course. Example: B+ = 3.33 [times] .5 credit value = 1.665 Grade Point Value for a course.
- The Sum of all Grade Point Values is then divided by the Total Number of Credits Attempted to determine the cumulative GPA.

Semester Failure Recovery (in a Yearlong Course) Administrative Guidelines

When a student fails the first semester of a yearlong course they are permitted to continue in the course for the second semester. If a student demonstrates sufficient progress in the yearlong course by the end of second semester, they can be awarded a "P" (Pass) grade for the first semester and receive credit. Students wishing to have the opportunity to earn a first semester "P" must work with their classroom teacher and the school counselor on their eligibility for this opportunity and the agreed upon expectations.

Grade Replacement Administrative Guidelines

In order to encourage students to obtain mastery of grade level benchmarks, grade replacement administrative guidelines allow students to retake any course in which they earned a C or lower. Once the student has successfully completed the retake, the higher of the two grades will appear on the transcript and be included in the GPA calculation. A student who retakes a class will not be eligible for Valedictorian or Salutatorian.

Honor Roll in Grades 9-12

All classes taken for credit are calculated in a student's grade point average. Honor roll recognition is given to those students who receive a grade point average of 3.33 or above. Honor rolls are published for first and second semester grades. Special honor roll recognition is given to students receiving an average of 4.0.

Graduating with Honors/Earning an Honors Diploma

A student may earn an honors diploma by fulfilling the following requirements by the end of 8 semesters of high school course work:

- a. A minimum of a 3.33 cumulative grade point average,
- b. Completion of one Advanced Placement course, for which the student has earned no lower than a B (3.0) grade, both first and second semesters.

Class Rank

Class rank is determined by comparing a student's cumulative grade point average with the cumulative grade point averages of others in the student's high school class. As of the 2014-15 school year, transcripts issued by the Wauwatosa School District do NOT include a student's class rank. However, class rank may be entered on the student's transcript upon written request from the student. The written request to include class rank on the transcript must be submitted to the high school counseling office.

Academic Letter

Students have the opportunity to earn an academic letter at both East and West High Schools. Students who earn 2 points will be rewarded with an academic letter. After you have earned a letter, a pin will be awarded for every point you earn.

Points – earned by cumulative GPA in any semester

1 point will be earned for a 4.0

0.5 point will be earned for a 3.5 or higher

*If you have a 3.33 for six semesters you will receive a letter.

The points will be earned in the duration of a student's high school career.

THE 16 CAREER CLUSTERS

The 16 career clusters found below were developed as a result of a national career initiative. Career clusters provide a connection for students between high school learning and the workforce. These 16 career clusters focus on high skill, high demand, and high wage career areas. Students take several career inventories throughout their high school experience that are aligned to these clusters. School counselors work with students and their families to use this information in a balanced and meaningful way. Additional information on Career Clusters as a plan of study tool can be found in the Academic and Career Planning Guide available in the school counseling office.

Agriculture, Food and Natural Resources	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.
Architecture and Construction	Careers in designing, planning, managing, building and maintaining the built environment.
Arts, A/V Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management and Administration	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.
Education and Training	Planning, managing and providing education and training services, and related learning support services.
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
Government and Public Administration	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.
Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Hospitality and Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
Law, Public Safety, Corrections and Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	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.
Marketing	Planning, managing, and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering and Mathematics	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.
Transportation, Distribution and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

GLOBAL EDUCATION ACHIEVEMENT PROGRAM

The Global Education Achievement Program was created by the Wisconsin Department of Instruction so that students who have demonstrated a strong interest in global citizenship can receive a certificate when they graduate. To show their strong interest in global citizenship, students complete a global education curriculum and engage in co-curricular activities and experiences. The curriculum, activities and experiences foster the development of global competencies. For students to obtain a Global Education Achievement Certificate, students must complete the following coursework and activities.

Coursework

- **World Languages:** You must take 4 credits of one continuous World Language.
- **Coursework with Global Education Focus:** You must take 4 credits of courses with a global education focus.

Some examples of courses with a global education focus: Global Studies (Social Studies), World Literature (English), AP Art History (Art), Environmental Science (Science).

Reading

- **Text Reviews:** You must read or view 8 texts and write a reflection on each text.

Examples of texts include books and films: My Name Is Blessing, The Red Pencil, Like Water on Stone, Arcady's Goal.

Co-Curricular Activities

- **Significant Co-Curricular Activities:** You must take part in 4 significant activities or events that have a global education focus.

Examples of co-curricular activities: International exchange program—traveling or hosting; regular direct engagement with individuals from other countries or cultures, for example pen pals; regular, sustained Skype experiences; language and other internationally focused clubs; attendance at lectures on international topics.

Service

- **Global Education community service:** You must take part in 20 hours of community service with a global education focus.

Examples of community service: Raising awareness about a global issue, fundraising for an international nonprofit service agency or organization, working on an international project with returned Peace Corps volunteers, Rotary members, or another service club, tutoring an ELL child.

**For more information on the Global Education Achievement Program,
please speak with your counselor.**

**For more information on the Global Education Achievement Certificate from the Wisconsin
Department of Public Instruction, go to:
<https://dpi.wi.gov/sites/default/files/imce/cal/pdf/globaled-certificate.pdf>**

SCOPE & SEQUENCE OF COURSE OFFERINGS

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ACADEMIC SUPPORT COURSES	Academic Literacy Seminar 9 Math Emphasis	Academic Literacy Seminar 10 Math Emphasis Postsecondary Seminar (10)	Math Emphasis Postsecondary Seminar (11)	Postsecondary Seminar (12)
AP CAPSTONE			AP Seminar	AP Research <i>Any course previously listed</i>
ART	Art Foundations Animation and Moving Images*	Digital Imagery* Design* Drawing* Illustration* Painting* Mixed Media* Art Metals and Fiber* Sculpture* Ceramics 1* Ceramics 2* AP Art History <i>Any course previously listed</i>	AP Photography <i>Any course previously listed</i>	AP Art Studio <i>Any course previously listed</i>
BUSINESS EDUCATION	Advanced Computer Applications 1* Advanced Computer Applications 2* Intro to Marketing* Business & Personal Finance* Business Law* Accounting 1	Graphic Communication & Web Page Design Accounting 2 Sports & Entertainment Marketing* <i>Any course previously listed</i>	Advanced Marketing <i>Any course previously listed</i>	Career Connections Co-op Work Experience Career Connections Co-op Class* <i>Any course previously listed</i>
COMPUTER SCIENCE	Exploring Computer Science Advanced Computer Applications 1* Advanced Computer Applications 2*	AP Computer Science Principles Graphic Communication & Web Page Design <i>Any course previously listed</i>	<i>Any course previously listed</i>	<i>Any course previously listed</i>

*One Semester

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	English 9 or Advanced English 9 (Required) Media Communications 1* Oral Communications* Fundamentals* Writing for Publication 1*	English 10 or Advanced English 10 (Required) Media Communications 2,3,4* Media Leadership and Management Writing for Publication 2,3,4* Any course previously listed	Advanced Composition* AP Literature and Composition AP Language and Composition AP Seminar Black Literature* British Literature* Composition* Creative Writing* Contemporary Novels* World Literature* Any course previously listed	Any course previously listed
FAMILY & CONSUMER SCIENCE	Culinary Arts 1* Child Development*	Culinary Arts 2* Teaching & Working with Children* Independent Living* Relationships 101* Introduction to Health and Medical Careers 1* Introduction to Health and Medical Careers 2* Any course previously listed	Certified Nursing Assistant* Health Youth Apprenticeship 1 International Cuisine* Any course previously listed	Career Connections Co-op Work Experience Career Connections Co-op Class* Health Youth Apprenticeship 2 Health Youth Apprentice Internship Any course previously listed
HEALTH		Health*	Any course previously listed	Any course previously listed
MATHEMATICS	Algebra Geometry Exploring Computer Science	Algebra 2 AP Computer Science Principles Any course previously listed	Pre-Calculus AP Calculus AB AP Calculus BC Statistics*/Discrete Math* AP Statistics College Math Foundations Any course previously listed	Any course previously listed

*One Semester

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
MUSIC	Concert Band Concert Choir Concert Orchestra Digital Music Production* Jazz Ensemble (West) Symphonic Band (West)	Chamber Choir Chamber Orchestra (East) Chanteurs Jazz Ensemble I (East) Symphonic Band/Wind Ensemble (East) Symphony Orchestra (East) Vocal Jazz/A Cappella Ensemble <i>Any course previously listed</i>	Chamber Orchestra (West) Music Theory 1* Music Theory 2* Symphony Orchestra (West) <i>Any course previously listed</i>	Music Theory 3* <i>Any course previously listed</i>
PHYSICAL EDUCATION	PE Foundations* General PE* Extreme PE* Strength and Conditioning* Shape It Up Trends* Alternative Physical Education* Specially Designed Physical Education*	Adventure Pursuits* Online Physical Education* Unified Physical Education* Zero Hour PE* <i>Any course previously listed</i>	<i>Any course previously listed</i>	<i>Any course previously listed</i>
PROJECT LEAD THE WAY	Introduction to Engineering Design™	Principles of Engineering™ Digital Electronics™ Aerospace Engineering™ <i>Any course previously listed</i>	<i>Any course previously listed</i>	<i>Any course previously listed</i>
SCIENCE	Biology or Advanced Biology	Chemistry or Advanced Chemistry <i>Any course previously listed</i>	Physics or Advanced Physics Astronomy* Anatomy and Physiology* Environmental Science* AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Mechanics AP Physics C: Electricity and Magnetism <i>Any course previously listed</i>	<i>Any course previously listed</i>

*One Semester

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
SOCIAL STUDIES	U.S. History II <i>(Required)</i>	AP Human Geography <i>(Required)</i> Contemporary World Problems* Economics* Law In Society* Psychology* Social Problems* <i>Any course previously listed</i>	American Public Policy <i>(Required)</i> American Public Policy Special Emphasis AP US History AP Psychology <i>Any course previously listed</i>	AP American Government <i>Any course previously listed</i>
TECHNICAL EDUCATION	Intro to Woodworking and Construction Technology* Intro to Power and Manufacturing Technology* Think Design Make* You Can Make (Almost) Anything 1*	Cabinetmaking* Light Building Construction* Metals* You Can Make (Almost) Anything 2* <i>Any course previously listed</i>	Future Makers Capstone <i>Any course previously listed</i>	<i>Any course previously listed</i>
THEATRE	Acting 1* Acting 2* Theatre Production and Design 1* Theatre Production and Design 2* Independent Studies in Theatre* Musical Theatre (offered 2021-2022 West, every year East) * Improvisation (offered 2022-2023 West, every year East) *	<i>Any course previously listed</i>	<i>Any course previously listed</i>	<i>Any course previously listed</i>
WORLD LANGUAGE	Level 1 Latin Level 1, 2, or 3 French, German, or Spanish	Level 2 Latin Level 4 French, German, or Spanish <i>Any course previously listed</i>	Level 3 Latin Level 5 French, German, or Spanish <i>Any course previously listed</i>	Level 4 Latin AP French, German, or Spanish Language and Culture <i>Any course previously listed</i>

*One Semester

COURSE DESCRIPTIONS

ACADEMIC SUPPORT COURSES

Academic Literacy Seminar 9 (ALS) – 1 year, 1 credit, grade 9; required enrollment for students who are reading below grade level

This course is designed to develop and improve reading skills to promote academic success in all content areas. The explicit instructional framework of this class will facilitate student learning in the areas of reading and comprehension strategies, vocabulary, concept development, reading fluency, 21st century digital literacies, study and test taking skills.

Academic Literacy Seminar 10 (ALS) – 1 year, 1 credit, grade 10; students can take this class if they have taken ALS 9

This is an option for students to continue to improve their literacy for their post-secondary aspirations. Students will continue to develop strategies for reading expository, cross-curricular texts which are essential to their future success. In addition, students will explore possible career paths and the education necessary to achieve those goals.

Math Emphasis – 1 year, 1 credit elective; or 1 semester, 1/2 credit elective; grades 9-11

Students taking Algebra, Geometry, or Algebra 2 can sign up for Math Emphasis. Students work to develop positive math dispositions and key math concepts, skills, and problem-solving strategies that are not yet proficient to help them achieve success in their regular math class. (*A scientific calculator will be needed for this class.*) (*This course is not graded. At the end of the semester students will receive a “pass” or “fail.”*)

Postsecondary Seminar – 1 year, 1 credit elective; grades 10-12

Sophomore/Junior/Senior Seminar is a college, career, and life readiness course designed to provide students with the knowledge, skills, tools, support, and encouragement to not only be successful in high school, but also have a successful transition into their postsecondary life. Built on research around college and career readiness (Conley, 2010), students will engage in units of study grounded in four keys to college and career readiness:

- (1) Cognitive Strategies (Identifying & Forming Problems, Conducting Research, Interpreting Data, Communication);
- (2) Content Knowledge (Key Information from Content Area Courses, Technical Knowledge & Skills);
- (3) Learning Skills, Techniques, and Behaviors (Student Ownership of Learning - goal setting, self-awareness, growth-mindset, etc., Learning Techniques - time management, note taking, test taking, collaborative learning, strategic reading.); and
- (4) Transition Knowledge and Skills (Awareness of Postsecondary Options, Postsecondary Costs & Programming, Self-Advocacy)

A key distinguishing factor between Senior Seminar and the others is that Senior Seminar will include elements found in many ‘First-Year Seminars’ courses at colleges and universities throughout the country.

For the 2022-2023 school year, this course will run for 10th, 11th, and 12th grade and will only be accessible to students enrolled in the AVID Elective course in the 2021-2022 school year.

AP CAPSTONE



Advanced Placement Seminar – 1 year, 1 credit, grades 11-12 or consent of instructor

This course provides students with opportunities to think critically and creatively, research, explore, pose solutions, collaborate, develop and communicate arguments. Students explore real world issues through a cross-curricular lens and multiple points of view. They develop deep understandings of complex issues through the critical analysis and evaluation of a wide array of texts. There is flexibility in what themes are chosen for exploration, based on student interest. The overarching purpose is to enable students to communicate written and oral evidence-based arguments across the curriculum and in their personal and professional lives. *This course counts as English credit toward graduation.*

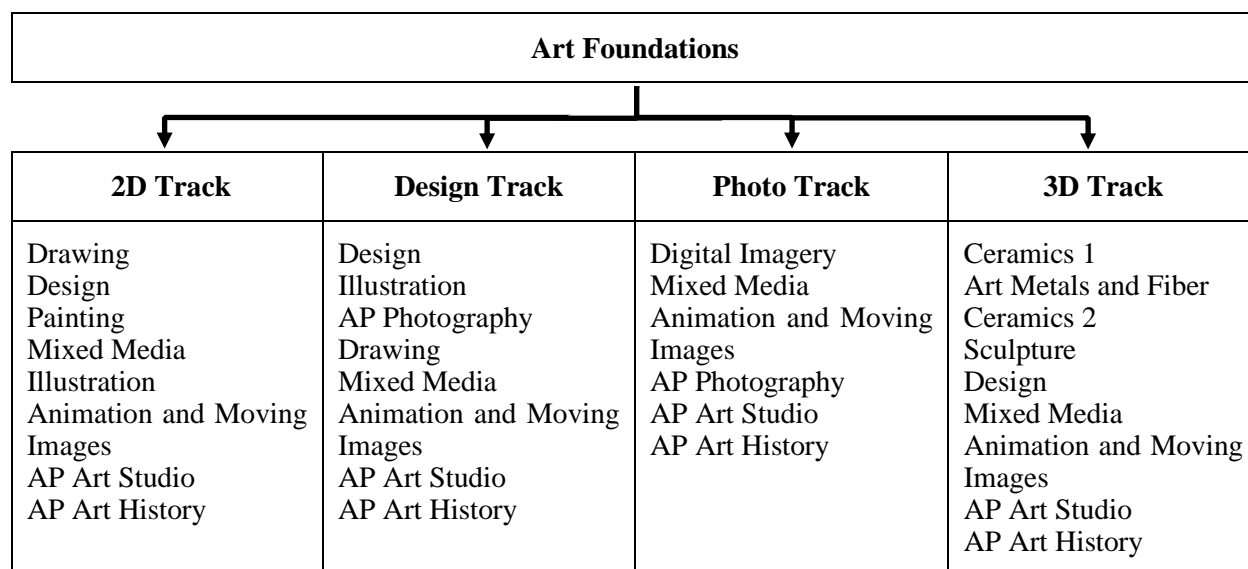


Advanced Placement Research – 1 year, 1 credit, grade 12 or consent of instructor; prerequisite: AP Seminar

This course is the second half of AP Capstone and provides students an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Research follows and expands on AP Seminar. In this course, students refine their in-depth, discipline-specific study provided through AP courses and bring together what they have learned in those courses into one coherent experience. AP Research cultivates curious, independent, and collaborative scholars and prepares them to make logical, research-based decisions—and to communicate those decisions effectively through speaking, writing and mixed media.

ART

The Art Department strives to give all students a strong foundation in the visual arts. We expect our students to learn how to accurately render three-dimensional objects onto a two-dimensional page. We expect our students to acquire a basic understanding of color, light, space, and composition in order to achieve a strong sense of craftsmanship in a variety of media. It is our goal that all of our students understand that Art is not about projects; rather, that it is about focusing, redefining ideas, and learning how to see. Our students will begin to pay attention to how they perceive and interpret the world around them. They will be able to problem solve, interpret, discuss, and critique images; and they will have a working knowledge of art history and how it relates to their own work. Students will be made aware of education and career opportunities in the visual arts. The following chart indicates various paths that are possible in the Art Program:



- Students can and are encouraged to combine more than one track.
- In order to take Ceramics 2, students must have successfully completed Ceramics 1.
- AP Art History can be taken sophomore, junior, or senior year and does not have a prerequisite.
- Students who wish to take AP Art Studio their senior year should take art every year, ideally each semester.
- Students who wish to take AP Photography should take at least one of these (preferably all): Art Foundations, Design, Illustration, and/or Digital Imagery.

Art Foundations – 1 year, 1 credit; open to any student in grades 9-12

Art Foundations focuses on the basics of seeing and drawing accurately. Painting and color theory round out the year. This course teaches drawing sequentially. Students do NOT need to have any previous drawing experience in order to take this class. Art Foundations is the prerequisite for many of the other advanced art classes. The skills learned here will be necessary and useful for any student who wishes to pursue art for more than one year, and is a must for any student wishing to take AP Art Studio.

Animation and Moving Images – 1 semester, 1/2 credit; grades 10-12; prerequisite: Students in grades 10-12 or 9th grade students currently enrolled in Art Foundations

This course is designed for students who desire to improve their sense of observation, timing, and motion through the process of making animations and short films. A variety of approaches will be explored beginning with simple analog techniques and moving quickly to digital animation. Students will become familiar with storytelling, character development, and dramatic structure. An introduction to general animation techniques, this course combines elements of film aesthetics with practical experience in animation filmmaking. Emphasis is on creating movement and expression utilizing traditional or electronically generated image sequences. Students are exposed to all types of animated film production through lectures, film presentations, studio work and outside assignments. This introductory course gives students a working knowledge of animation techniques necessary to design short animated sequences

Digital Imagery – 1 semester, 1/2 credit; grades 10-12 or 9th grade students currently enrolled in Art Foundations

This course is designed to provide a basic understanding of digital imagery. Students will learn how to use digital cameras, scanners, and Adobe Photoshop. Students will also learn about color and composition in relation to two-dimensional art, as well as have the opportunity to transform digital photographs into books, digital stories, self-portraits, and personal pieces. Freshmen who are enrolled in Art Foundations for the entire year may take this course in the second semester.

Drawing – 1 semester, 1/2 credit; grades 10-12; prerequisite: Art Foundations

This course introduces new techniques and explores figure drawing. Students are encouraged to develop their own style and will get to work from their imagination and from life. Students will work in a wide variety of media (pencil, pastel, gouache, marker, charcoal, etc.) and will learn to keep sketchbooks, critique artwork, effectively communicate ideas, and problem solve. Creative and critical thinking skills are emphasized.

Illustration – 1 semester, 1/2 credit; grades 10-12; prerequisite: Art Foundations or consent of instructor

This course is an introduction to visual storytelling. Students who love to draw from their imagination (“from their head”) will love this course. Emphasis is placed on creative thinking and problem solving. Students will learn to come up with multiple solutions for single problems. Students will have assignments that ask them to illustrate things like lyrics, poems, movies, and ideas. Students will learn to create and develop their own style of drawing, as it relates to illustration. Students will also be introduced to fashion illustration and will learn to create illustrations with a variety of media.

Painting – 1 semester, 1/2 credit; grades 10-12; prerequisite: Art Foundations

This course is an exploration of a wide variety of painting approaches with an emphasis on color relationships. New skills and techniques are introduced. Students will learn to mix and layer acrylic paint. Students will keep sketchbooks, record and communicate ideas, critique artwork, and solve visual problems. Students will learn how to mix other media (charcoal, ink, crayons, etc.) with paint. Students do not need any prior painting experience to take this class, but we highly recommend taking drawing first.

Mixed Media – 1 semester, 1/2 credit; grades 10-12; prerequisite: Art Foundations

If you are eager to explore a wide range of media, this class is for you. Paint, pencils, charcoal, markers, inks are all used to create a wide variety of two-dimensional artworks. Students learn to incorporate drawing and painting with other things like printmaking and collage.

Design – 1 semester, 1/2 credit; grades 10-12; prerequisite: Art Foundations or consent of instructor or one semester of Digital Imagery

This course is an introduction to Graphic Design. Band posters, skateboard logos, letterhead, postage T-shirts are all samples of the types of things that students design in this class. Students will sometimes work with Adobe Photoshop. Students who are interested in all sorts of design (surface design, interior design, graphic design, typography, illustration) will benefit from this class. This is a great course to take prior to AP Photography.

Ceramics 1 – 1 semester, 1/2 credit; grades 10-12

This course is an introduction to making 3D work out of clay including hand building, glazing, and different sculptural techniques. Freshmen who are enrolled in Art Foundations for the entire year may take this course second semester.

Ceramics 2 – 1 semester, 1/2 credit; prerequisite: Ceramics 1

This course is a continuation of Ceramics 1 with the development of advanced techniques in experimental glazing, hand-built and wheel-thrown clay.

Art Metals and Fiber – 1 semester, 1/2 credit; grades 10-12

Learn to create small metal or mixed media sculpture as well as functional and/or non-functional jewelry. Students will learn to use the jeweler's saw, shape metal and wire, create patinas, solder, work with fibers, and learn to mix 3D media. Students will discover new ways to make their 3D work personally meaningful. Freshmen who are enrolled in Art Foundations for the entire year may take this course second semester.

Sculpture – 1 semester, 1/2 credit; grades 10-12

This course offers an opportunity to explore 3D materials such as fibers, metals, air dry clay, and plaster. Students are encouraged to create functional and non-functional sculptures, including wearable art. Emphasis is on artist intent, personal style, and creative problem solving. Freshmen who are enrolled in Art Foundations for the entire year may take this course in the second semester.



Advanced Placement Art History – 1 year, 1 credit; grades 10-12

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. College courses cover the various art forms in the following proportions: 40-50% painting and drawing, 25% architecture, 25% sculpture, and 5-10% other media. The AP Art History Examination reflects these distributions. An understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art is basic to both college and AP courses. Art history increasingly emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art.



Advanced Placement Photography – 1 year, 1 credit; grade 11-12; prerequisite: Art Foundations, and/or one semester of Animation, Design, Illustration, and/or Digital Imagery. *This should not be the first high school course you take*

AP Photography is a rigorous college-level program intended for highly motivated students who are seriously interested in the study of art. Study areas and directions are mutually agreed upon. Students keep sketchbooks, write essays, and develop their ability to talk about their art. All students will create and build a portfolio.

Students in this section make photography their main focus. Students who are interested in other forms of digital work (film, animation, graphic design, package design) are also encouraged to take this course. Juniors who take AP Photography are encouraged to take AP Art Studio or AP Art History as seniors. Students will be expected to participate in Portfolio Days, Scholastic, and other scholarship competitions. Students in this section may choose to submit a digital 2D design portfolio to the College Board of Examination Committee. Students who successfully pass the portfolio exam with a 3 or better can be granted credit, advanced placement, or both. There is a fee for the exam reading; please contact your school counselor or teacher for more information.



Advanced Placement Art Studio – 1 year, 1 credit; grade 12; prerequisite: Art Foundations and two semesters of advanced art courses and/or consent of instructor

AP Art Studio is a rigorous college-level program intended for highly motivated students who are seriously interested in the study of art. Study areas and directions are mutually agreed upon. Students keep sketchbooks, write essays, and develop their ability to talk about their art. Students submit a digital portfolio to the College Board of Examination Committee. Students who successfully pass the portfolio exam with a 3 or better can be granted credit, advanced placement, or both. There is a fee for the exam reading; please contact your school counselor or teacher for more information. Portfolio students will be expected to participate in Portfolio Days, Scholastic, and other scholarship competitions.

What is the difference between AP Art Studio and AP Photography?

AP Art Studio (Seniors only)	AP Photography (Juniors and Seniors)
This course is recommended for students who have taken several art courses and who are interested in creating a diverse portfolio. Students who are interested in working with a wide variety of media (paint, sculpture, 2D media, fibers)	This course is designed for students who are interested in pursuing black and white photography, color photography, digital imagery, and/or video and animation.
Art Foundations preferred. We also recommend, but do not require, that students have taken at least two other semesters of art at East or West.	Students should have had at least one semester of a photo course. No other art courses are required.
Many, though not all, students who take AP Studio are interested in pursuing art in college or working in a creative field.	Photos can become sculptural. Students who are interested in Photoshop or design can also take this section.
Students who are not interested in pursuing art later do find that the portfolio is helpful as supplemental material for college applications and CAN use the AP art test for college elective credit (not just art credit).	Many, though not all, students who take AP Photo are interested in pursuing art in college or working in a creative field. Students who are not interested in pursuing art later do find that the portfolio is helpful as supplemental material for college applications and CAN use the AP art test for college elective credit (not just art credit). Many students who take AP Photography Studio as a junior end up taking AP Studio as a senior.
Students in this section will be able to take one of these three AP exams: AP 3-D Art AP 2-D Design AP Drawing	Students in this section will be able to take the AP 2-D Design exam. Some students, who let their photo portfolios evolve into sculptures, can take the 3-D exam.

BUSINESS EDUCATION

The Business Education Department offers students a sequence of courses that provides practical, lifelong skills applicable to our changing society. Using state-of-the-art technology, students will discover the applications for technology to a wide variety of career areas in our global economy. In upper-level courses students develop the knowledge base and hands-on training needed to meet the technological and business challenges of the future, both through postsecondary education and in the workforce of the 21st century. The Wauwatosa School District Business Department has entered into articulation agreements with the Wisconsin Technical College System (WTCS) schools. This means that a graduate, through careful selection of high school Information Technology courses, can obtain advanced standing or transcribed credit in several courses through WTCS. The term *advanced standing* refers to high school courses or competencies that are determined to be EQUIVALENT TO a technical college course. A high school teacher in which high school grading policies are used teaches these courses. Technical college grades are not given for these courses. *Transcribed credit*, also referred to as “technical college credit,” demonstrates a high school course that is THE SAME AS a technical college course. In other words, a technical college course offered to high school students using technical college books and materials.

Advanced Computer Applications 1 – 1 semester, 1/2 credit; grades 9-12

This course familiarizes students with the school’s computer network and continues to build on their prior knowledge of the latest general productivity suite, including word processing, spreadsheets, and presentation software utilizing the Microsoft Office Suite. Advanced Computer Applications 1 offers students the opportunity to learn and master computer literacy skills that will be used in postsecondary learning institutions, for personal use, and entry-level employment positions.

Advanced Computer Applications 2 – 1 semester, 1/2 credit; grades 9-12; prerequisite: Advanced Computer Applications 1

This advanced-level course enhances students’ practical use of computer technology and programs using advanced features of software such as spreadsheets, databases, and desktop publishing. Emphasis is placed on learning advanced features of Microsoft Excel and Access programs. This is a valuable course for any student who plans to major in business.

Graphic Communication & Web Page Design – 1 year, 1 credit; grades 10-12

This course is designed to help students develop skills in the area of graphic communication/design and web page design. Students will develop web pages using HTML code as well as publish web pages through the use of web-generating software. A major emphasis will be placed on developing Adobe Photoshop skill and Adobe In-Design knowledge. Computer software is used to perform desktop publishing, graphic design, and layout. This is also the course in which West students approved for yearbook publication will create the yearbook (The Olympian).

Business and Personal Finance – 1 semester, 1/2 credit; grades 10-12 (grade 9 with instructor consent)

This course fulfills the school district’s financial literacy requirement.

This course is designed to introduce students to forms of business ownership, investments, finance, insurance, taxes and ethics. Comprehensive projects and other group activities are used in evaluating student performance. Budgeting, credit and checkbook management, real estate, car buying and financial planning are also emphasized. This course is recommended for all students.

Introduction to Marketing – 1 semester, 1/2 credit; grades 9-12

This course is designed to introduce students to career options in merchandising, selling, and advertising. The marketing mix is described and explained in detail. Entrepreneurial training will be the focus of this class. Students will create print ads, displays, multimedia ads, and other practical projects such as radio and television commercials, web pages, newspaper ads, and direct mail advertising.

Business Law – 1 semester, 1/2 credit; grades 10-12 (grade 9 with consent of instructor)

The course stresses the understanding of law as applied to everyday activities, such as contracts, consumer rights, real property rights and duties, the construction of a will, employer and employee rights and duties, etc. Business Law teaches students to understand their individual rights and responsibilities through the study of civil law (torts) and helps them determine when they should consult professional legal advice. Students will have the opportunity to participate in a mock trial. Business and Personal Finance is recommended, but not required, before taking this course.

Accounting 1 – 1 year; 1 credit grades 9-12

This course introduces students to basic accounting concepts—especially debits and credits, utilizing the accounting equation. Balance sheets and income statements are introduced while students learn about accounting for a sole proprietorship and corporations. Students will be introduced to automated accounting on the computer network and will also complete spreadsheets in Excel. In the second half of the course, students will focus on the corporate form of business ownership. This course is recommended for students planning to study any business or accounting field at the post-secondary level.

Accounting 2 – 1 year, 1 credit; grades 10-12; prerequisite: Accounting 1

In this advanced course, students learn to interpret financial accounting data to make managerial accounting decisions. Computerized simulations play a role in this course. This course is intended for students with an interest in further accounting or business study who can work independently.

Sports and Entertainment Marketing - 1 semester, ½ credit, grades 10-12; prerequisite: Introduction to Marketing

This course provides students with the skills necessary to apply marketing concepts to the sports and entertainment marketing fields. Students will explore the connection between marketing and the sports and entertainment marketing industries, focusing on promotion and sponsorship. The areas of study include event promotion, sponsorship, development and sales, event management, and the basic functions of marketing as they apply to the sports and entertainment industries. Students will learn through hands-on projects, business partnerships, fieldtrip experiences, and by creating their own sports and entertainment events. Students will also see how marketing operates in the movie, music, and theatre industries. If you are interested in sports and entertainment marketing or want to tap into your creative side, this is the class for you.

Advanced Marketing - 1 year, 1 credit; grades 11-12; prerequisite: consent of instructor

Students will collaborate with each other and local businesses, developing skills and understandings related to entrepreneurship. They will engage in hands-on, project-based learning in such areas as marketing research, professional development, customer service, and hospitality and tourism. This course will prepare students to ultimately work in and understand the world of marketing, honing their skills as leaders and managers. *This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 34.*

Career Connections Co-Op Class – 1 semester, 1/2 credit; grade 12, prerequisite: none. The class is offered first semester only, with the work portion offered all year.

This school-to-career program is for students interested in getting practical work experience, specifically to acquire accounting skills, office skills, marketing skills, web page design skills, and/or management skills. Students participating in this program will be required to take a one-semester course. Some of the topics covered are applying for jobs, interviewing skills, worker rights and protection, history and nature of employment and on the job decision making skills. Students will be assisted in obtaining interviews but are hired by the employer, not placed by the school district. Students must have parental consent and must provide their own transportation. Students must secure a job by September 1, and maintain that job throughout the semester. Please consult a counselor or instructor for more information.

Career Connections Co-Op Work Experience – 1 year, 1 credit; grade 12; prerequisite: concurrent enrollment in Career Connections Co-op Class

This year long elective is designed to help students gain real life experience related to their career goals. Students will participate in at least 15 hours per week of paid work or volunteer experience in their chosen career area. This work-based learning will be arranged to fit the student’s schedule, and may be during or after the school day. Benefits of this program include: career positions that may lead to permanent employment after graduation to fund further education, opportunity to “test” a career area before committing years of education and preparation toward it, learn to work with and for people, learn to perform on the job to earn promotions, demonstrate personal development for career advancement, practice decision-making and management skills, work in technologically advanced work areas, not available in the classroom, graduate with employability skills in an occupation or career. Students may earn a Wisconsin Employability Skills Certificate, a Wisconsin Co-operative Education Skill Certification in Health Science Occupations Services, and a Wisconsin Leadership Skills Certificate by participating in this program.

Students interested in this program must apply, and be registered in the Career Connections Co-op Class. Acceptance criteria: Students who register for Co-op go through an application process in order to be accepted into the program. Acceptance criteria include attendance, teacher recommendations, senior standing, and on target for graduation.

**Students are responsible for their own transportation. If the student drives, proof of insurance must be provided before the first day of class. Students will be provided with interview opportunities, but are hired by the employer, not placed by the school district. Please consult a counselor or instructor for more information.

COMPUTER SCIENCE

Exploring Computer Science – 1 year, 1 credit; grades 9-12

This course is designed for students who are curious about how computing affects their lives and want to use computers more effectively. The primary focus is not on learning particular software tools or programming languages, but rather on foundational computer science concepts and skills. The units include Human and Computer Interaction, Problem Solving, Web Design, Introduction to Programming, Computing and Data Analysis, and Robotics. Through interactive study, students will learn how computing can be creative, how technology can be a tool to solve problems, and how computer science has an impact on society. This is an introductory course that can prepare students for enrollment in advanced computer science.

NOTE: This course may count as a math credit towards graduation requirements, but will not be recognized as a math credit at colleges and universities.



Advanced Placement Computer Science Principles – 1 year, 1 credit; grades 10-12; prerequisite: Exploring Computer Science or consent of instructor

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and prescribing practices of computational thinking and inviting students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is based on the following big ideas: creativity, abstraction, data and information, algorithms, programming, the internet, and global impacts of computing. *This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 37.*

NOTE: This course may count as a math credit towards graduation requirements, but will not be recognized as a math credit at colleges and universities.

See page 22 for Computer Science courses offered through the Business Education Department.

ENGLISH

The English Department courses are designed to foster growth in reading, writing, speaking, and listening skills as students learn to make language work for them. The literature component contributes to students' appreciation and understanding of works of literature, and increases their knowledge of the world and the universal problems of human beings. The English department makes equitable access a guiding principle for its program and is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. **Four credits in English are required for graduation, plus a ½ credit in oral communication.**

Juniors and seniors should have one semester of literary analysis and one semester of academic writing each year, unless they are enrolled in an Advanced Placement English course.

Grade 9	Grade 10	Grades 11 & 12
Oral Communications <i>(Required)</i> English 9 or Advanced English 9 <i>(Required)</i> Writing for Publication Media Communication	English 10 or Advanced English 10 <i>(Required)</i> Writing for Publication Media Communication	AP Literature and Composition AP Language and Composition AP Seminar Academic writing focus: Advanced Composition Composition Literary analysis focus: Black Literature British Literature Contemporary Novels World Literature Creative Writing Media Communication Writing for Publication Media Leadership and Management

Oral Communications Fundamentals – 1 semester, 1/2 credit; required

This is a course designed to increase students' knowledge of the communication process and development of skills to communicate effectively, primarily through speaking and listening. It focuses on six major units—the communication process, listening, interpersonal communication, public speaking, group discussion, and debate—to develop competencies which will enhance students' relationships with others in social and career contexts. This course will also provide practice in communicating effectively when doing performance assessments. While the course emphasizes speaking and listening, it incorporates reading and writing to help students develop fully as effective communicators.

English 9 – 1 year, 1 credit; required

English 9 is a rigorous college preparatory course in which students learn to improve their reading and writing as they engage in literary analysis. Close reading skills are introduced, and analytical literary questions are used to deepen students' understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students read and analyze literary selections from a variety of genres, such as the short story, drama, the novel, poetry, and nonfiction. Students learn to write critically about texts and make connections between the way a text is written and what the text means. Various instructional and assessment approaches are used to develop students' thinking skills when reading and writing.

Two levels of this course are offered: Regular and Advanced. Both courses teach the same skills and address the same benchmarks, but the advanced level moves at a faster pace and uses more challenging texts. Selection of placement in the regular or advanced level should be based on academic performance, student interest, and consultation with the current ELA teacher.

English 10 – 1 year, 1 credit; required

English 10 is a rigorous college preparatory course in American Literature that develops students' abilities to read both literature and nonfiction, engage in scholarly research, and synthesize researched material into their own writings. Students develop their inquiry and close reading skills through their writing, research, and exploration of American literature. Students learn to use sophisticated language to persuasively analyze literature during class discussions and in writing. They develop an understanding of literary devices and rhetorical strategies, and they learn how a text's structure, style and theme are related to a writer's purpose and audience expectations. Various instructional and assessment approaches are used to develop students' thinking skills when reading, researching, and writing.

Two levels of this course are offered: Regular and Advanced. Both courses teach the same skills and address the same benchmarks, but the advanced level moves at a faster pace and uses more challenging texts. Selection of placement in the regular or advanced level should be based on academic performance, student interest, and consultation with the current ELA teacher.



Advanced Placement Language and Composition – 1 year; 1 credit; grades 11-12

This year-long course is designed to provide students with intensive practice and additional assistance in the concepts and skills tested by the AP Language and Composition test. The purpose of AP Language and Composition is to improve students' proficiency with advanced content, skills and processes through classical analysis of the rhetorical transaction in both fiction and nonfiction genres; composition of research-based essays; and discourses designed to state and defend an argument. The overarching purpose is to enable students to write effectively and confidently in their college courses across the curriculum and in their personal and professional lives.



Advanced Placement Literature and Composition – 1 year, 1 credit; grades 11-12

Students will read a wide range of challenging works of literature (primarily novels, plays and poetry) and will work to develop their skills of analysis through discussing and writing about those works. The required reading will include many selections of recognized literary merit by major authors from British, American, and world literature. This rigorous course will approach its content on an intellectual level appropriate to introductory college courses. In addition to providing this sort of academic preparation and the opportunities for personal growth, which are inherent in a literature course of this type, the course is intended as preparation for the Advanced Placement Literature and Composition exam. Thus, there is primary focus on development of close reading skills and skills of inference, on understanding and application of literary terms, and on a reasonably knowledgeable acquaintance with a wide body of challenging literature. These areas of emphasis will help any motivated student's academic growth, whether he or she ultimately takes the AP test or not. Successful completion of AP Language and Composition is the best foundation for this course, although other students may choose to enroll if they are strong readers who have mastered the basics of composition of language and who seek additional challenge in the academic discipline of English.



Advanced Placement Seminar – 1 year, 1 credit, grades 11-12 or consent of instructor

This course provides students with opportunities to think critically and creatively, research, explore, pose solutions, collaborate, develop and communicate arguments. Students explore real world issues through a cross-curricular lens and multiple points of view. They develop deep understandings of complex issues through the critical analysis and evaluation of a wide array of texts. There is flexibility in what themes are chosen for exploration, based on student interest. The overarching purpose is to enable students to communicate written and oral evidence-based arguments across the curriculum and in their personal and professional lives.

NOTE: Colleges and universities vary regarding which courses they accept for English credit, especially as related to literature and composition. Therefore, students should take into account the requirements of the schools they plan to attend as they elect semester course offerings.

Advanced Composition – 1 semester, 1/2 credit; grades 11-12

This course provides a sampling of the most commonly utilized writing skills and strategies in post-secondary academic settings, focusing on skills and techniques to develop an effective writing style. Written assignments will explore the varieties of writing such as expository, narrative, descriptive and persuasive, using a variety of methods of development. Reading assignments will involve analysis of essays that provide models and ideas for writing. Instruction is also provided in vocabulary development and improvement of sentence structure, usage and mechanics.

Black Literature - 1 semester, 1/2 credit; grades 11-12


In this class, students will discover major voices of Black literature, and they will understand how Black literature influences various aspects of society, such as science, history, music and fashion. Students will read a variety of texts that explore themes and issues related to Black experiences. Students will write about, discuss and research these themes and issues, aiming to see how they relate to their own lives.

British Literature – 1 semester, 1/2 credit; grades 11-12

This course is designed to provide a sampling of the most representative and inspirational writers of British Literature from its earliest beginnings (Anglo-Saxon times) through Modern times. Students will explore themes, imitate styles, compare and contrast film and literature, as well as analyze poems, essays, short stories, plays, and novels. Interspersed with their study of British Literature, students will also refine and extend their skills of composition and language use. This course is intended for students who are college bound.

Composition – 1 semester, 1/2 credit; grades 11-12

Composition focuses on writing that students will encounter outside an academic setting with an emphasis on career readiness and real-world application. Career readiness applications include informative writing, evaluative writing, processed description, comparison/contrast and reflective writing. Instruction centers on using the writing process to appeal to a wide variety of audiences, using various stylistic and organizational strategies. Study and practice will also focus on sentence construction, usage, mechanics, etc.

 This course is also offered as a hybrid, provided there is sufficient enrollment. A hybrid course is a combination of on-line and face to face instruction.


Contemporary Novels – 1 semester, 1/2 credit, grades 11-12

This course is designed to reinforce and expand skills initiated in the previous English courses by examining various genres of the novel. The course will integrate the study of reading, writing, speaking and listening through appropriate materials, critical thinking activities, and recent technology. Students will read a variety of literary works, respond through various techniques, and work effectively in groups as well as independently.

Creative Writing – 1 semester, 1/2 credit; grades 11-12

Creative Writing provides students with opportunities to improve their ability to write poetry and short stories, as well as other imaginative forms of writing. Exposure to the language of other writers, photographs, music, films, and other art forms will be used to stimulate writing. Emphasis is placed on developing students' writing potential by sharpening and developing their sensitivity and insight into themselves, others, and the world around them.

While the course fosters the growth of self-expression through imaginative writing, students will also be encouraged to develop greater sophistication in writing for a variety of purposes.

 This course is also offered as a hybrid, provided there is sufficient enrollment. A hybrid course is a combination of on-line and face to face instruction.

Media Communication 1 – 1 semester, 1/2 credit; grades 9-12

Media Communication provides students with hands-on experience and training to produce and publish video and multimedia journalism content to the student-run online news website, social media platforms and weekly school announcements program. The course focuses on the development and application of journalistic thinking and video skills and telling stories from a student perspective that will be published and watched by the community. Short and long form video assignments will support student development of basic camera skills, interview skills, research skills, editing skills and collaborative communication skills. Students will develop media and news literacy strategies and will examine best practices in using social media to communicate. Projects may require time outside of the classroom. Media Communications students will work with and publish content for PBS NEWSHOUR Student Reporting Labs programs, Wisconsin Public Television and Milwaukee Public Television.

Media Communication 2,3,4 – 1 semester, 1/2 credit; grades 9–12;

Prerequisite: Media Communications 1

In Media Communications 2, 3, 4 students will build upon and develop the reporting, video production skills, information literacy skills they learned in Media Communications 1. Students will learn advanced reporting and video production strategies and will be responsible for creating and independently publishing short and long form journalism projects to the student journalism web site and social media platforms. Students will work closely with PBS NEWSHOUR Student Reporting Labs. Students are expected to develop projects which may require time outside of the classroom. Students are expected to demonstrate team work, cooperation and dependability. The course will run concurrently with Media Communications 1 allowing students to act as peer coaches and mentor and train students. This course may be repeated for elective credit.

Media Leadership and Management – 1 year, 1/2 credit; grades 10-12; Prerequisite: successful completion of Writing for Publication or Media Communication or permission of the instructor. Application will be required

Media Leadership and Management is designed to guide students through the daily management of all scholastic media outlets, emphasizing skills in human relations, oral and written communication, critical thinking, advanced problem solving, development of plans for project management, resource scheduling and setting and meeting publication goals. Students will work closely with media staff to create a sense of community, foster the development of good journalistic principles, mentor, coach and support their media staff peers in the selection of story ideas and successfully navigate all steps of the production process. This class may require time outside of the classroom. These students will have full responsibility for production of content and solicitation of advertising. Students will be responsible for producing model work and will also complete the JEA Student Journalist of the Year application. This course will be run as a concurrent hybrid course between both high schools. This means that students at both high schools will be in the same course, at the same time, with the same teacher and will have elements of synchronous and asynchronous instruction. Course may be repeated for elective credit.

World Literature – 1 semester, 1/2 credit; grades 11-12

World Literature provides students opportunities to read, study, and write about some of the world's greatest literary treasures. The works of authors such as Confucius, Homer, Molière, Hugo, Chekov, Ibsen, Solzhenitsyn, Paton, Camus, and Kafka will be studied in an attempt to appreciate the diversity of cultures as revealed in literature and find the common concerns that unite people throughout the world.

Writing for Publication 1 – 1 semester, 1/2 credit; grades 9-12

Writing for Publication provides students with hands-on experience in producing and publishing written and photographic journalism content to the student-run online news website and social media platforms. The course focuses on the development and application of journalistic thinking and writing skills and telling stories from a student perspective that will be published and read by the community. Writing assignments will include straight news stories, feature stories, sports stories, reviews, as well as in-depth news articles and editorials. Students will develop interview skills, research skills, editing skills and collaborative communication skills. Students will develop media and news literacy skills and examine best practices in using social media to communicate. Students will apply advanced photography and graphic design knowledge to create photographs and layouts using their working knowledge of InDesign and Photoshop. Students will become familiar with and employ the Associated Press guidelines. Students will become familiar with ethical and legal standards of professional journalism and are expected to adhere to those standards.

Writing for Publication (2,3,4) – 1 semester, 1/2 credit; grades 9-12;

Prerequisite: Writing for Publication 1

In Writing for Publication 2, 3, 4 students will build upon and develop the reporting, writing, production and information literacy skills they learned in Writing for Publication 1. Students will learn advanced reporting, writing and production strategies and will be responsible for creating and independently publishing short and long form journalism projects to the student journalism web site and social media platforms. Students are expected to develop projects which may require time outside of the classroom. Students are expected to demonstrate team work, cooperation and dependability. The course will run concurrently with Writing for Publication 1 allowing students to act as peer coaches and mentor and train students. This course may be repeated for elective credit.

FAMILY & CONSUMER SCIENCE

The Family & Consumer Science Department courses are designed for all students to build 21st century skills. These skills allow students to function independently and interdependently as family members across the life span, to manage the challenges of living, and to prepare for careers. Students actively engage in hands-on and laboratory experiences and analyze what they learn.

The Family & Consumer Science Department provides opportunities for students to participate in the following in-school and community experiences:

● Volunteer Experiences	● Earn advanced standing or technical college credit
● Student Internships	● Earn Wisconsin Health Youth Apprenticeship Certification
● Co-op	● Earn Wisconsin Employability Skills Certificate
● Youth Apprenticeships	● Earn Co-operative Education Skill Certification in Family & Consumer Services
● Work Experiences	
● Career shadowing	● Earn Co-operative Education Skill Certification in Health Science Occupations
● Mentoring programs	
	● Earn ProStart Certificate of Achievement

Culinary Arts 1 – 1 semester, 1/2 credit, grades 9-12; prerequisite: none

Food Service is one of the largest industries in the United States. It employs over thirteen million people and continues to grow. This course will emphasize the specific technical skills necessary for success within the Food Service industry. Students will learn about food, nutrition, teamwork, service, sanitation, and food costing in food preparation labs. Various restaurant operations will be simulated and different career paths will be studied. Students will be part of teams that plan, manage, make decisions and solve problems.

Culinary Arts 2 – 1 semester, 1/2 credit; grades 10-12; prerequisite: Culinary Arts 1

This course will center on the advanced study of food. The extensive semester lab experiences will be devoted to developing skills while preparing food specialty items. In addition to the classroom work, students may elect to earn the *ProStart National Certificate of Achievement*. Please see the instructor for further information.

International Cuisine - 1 semester, 1/2 credit; grades 11-12; prerequisite: consent of instructor

Students will be introduced to the world of cooking. This course emphasizes the cooking methods, eating habits, and cultural characteristics of people in diverse cultures and geographical areas. Students will plan, prepare, and present foods that represent various societies. *This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 34.*

Child Development – 1 semester, 1/2 credit; grades 9-12; prerequisite: none

The development of strong, healthy parent/child relationships is vital to our future. Class activities and speakers provide the learning environment for this most important task – parenting children. Topics to be covered include: decision to parent, parenting responsibilities, pregnancy and childbirth, skillful parenting, growth and development, meeting needs of children, parenting children with special needs, developing potential in children, exploring child-centered careers, evaluating 21st century parenting trends, and Baby Think It Over simulation.

Teaching & Working with Children – 1 semester, 1/2 credit; grades 10-12; prerequisite: none

Students interested in careers involving children will learn the fundamentals of working with and caring for children. Students will plan and implement the following learning experiences for children: art, storytelling, dramatic play, writing, math, science, music and movement, and social studies. Students will also work with and observe children in schools, plan learning centers, develop age appropriate learning activities, create lesson plans, develop child guidance skills, and plan the Dr. Seuss Read Across America event.

Optional Certification: Assistant Childcare Teacher Certification. Students must take a semester of child development. After successful completion of the Child Development and Teaching and Working with Young Children courses, students can be eligible for the Assistant Childcare Teacher certificate (ACCT) as a junior or senior. Successful completion is defined as: completing the required courses with a grade of “C” or higher and no more than an 85% absence rate. Students are also required to complete 10 hours of volunteer experience in a licensed child care facility. After completing the ACCT course, a student may obtain certification, issued by DPI, which would allow him/her to work in a licensed day care at age 17. Otherwise, a student must be 18 in order to work in a daycare.

Independent Living – 1 semester, 1/2 credit; grades 10-12; prerequisite: none

This course fulfills the school district’s financial literacy requirement.

Issues facing students as they prepare for life and work after school can be complex and confusing. Students learn to use problem-solving strategies to make informed personal and family consumer decisions regarding: housing, financial planning, money management (budgeting, reconciling bank accounts, credit cards), transportation, taxes, consumer purchases, careers, insurance, food and nutrition, legal issues, and consumer protection. Special emphasis is placed on financial literacy.

Relationships 101 – 1 semester, 1/2 credit; grades 10-12; prerequisite: none

Relationships with people are the foundation of success in every area of our lives. In this class, discussions and projects will focus on issues facing students, their lives, families and work. Students will learn to: develop a strong and secure self-image, develop character, develop resiliency, understand and deal with emotions, communicate effectively, resolve conflicts, respond to criticism, develop realistic expectations of relationships, understand the commitment to make relationships last, maintain friendships, identify mature love and its role in healthy relationships, and understand grief.

Certified Nursing Assistant – Certified Nursing Assistant – 1 semester of classroom and clinical experience, 1/2 credit; grades 11-12; Prerequisite: minimum age 16 *Recommended prior completion of Introduction to Health & Medical Careers 1 & 2

This course is an elective, but is required for the *Health Youth Apprenticeship* and provides the state certification required for certified nursing assistants. Our focus will be: preparing for the state certified nursing assistant certification by studying health care communication and observation skills; the physical, social, and psychological needs of patients; maintenance of the patient’s unit; basic, personal, and emergency care skills; and clinical experience.

Certified Nursing Assistant uses a team approach with the classroom teacher and a registered nurse. In addition to using a textbook, students will view instructional demonstrations, practice skills in the hospital room located in the high school, and complete nursing assistant skills testing. Students will also complete 52 additional hours of instruction and practice in a clinical setting outside of regularly scheduled class time.

This clinical time is required by the state for certification as a nursing assistant. Students must adhere to the clinical schedule. If students drive, proof of insurance is required. A physical exam and TB test are required for clinicals. Please consult a counselor or instructor for more information. *Please note this program may be overseen by MATC through the Wauwatosa School District.*

Introduction to Health and Medical Careers 1 – Introduction to Health and Medical Careers 1 – 1 semester, 1/2 credit; grades 10-12 *Required for Health & Medical Careers 2, and Health Youth Apprenticeship.*

This course is designed for all students who want to pursue a career in Health Care. Essential elements included in this course are Introduction to Health Care, Trends in Health Care, Career Exploration of Pathway Opportunities and Education Required, Knowledge & Skills in Health Informatics, Knowledge & Skills in Therapeutic Services, Medical Terminology, Infection Control, and Legal & Ethical Issues. Class activities include authentic simulations, performing career specific skills, and health care professional speakers.

Introduction to Health and Medical Careers 2 – 1 semester, 1/2 credit; grades 10-12; prerequisite: Health & Medical Careers 1 *Required for Health Youth Apprenticeship.* Introduction to Health and Medical Careers 2 is a continuation of the study that was started in Introduction to Health and Medical Careers 1. Essential elements included in this course are Career Exploration of Pathway Opportunities and Education Required, Knowledge & Skills in Diagnostic Services, Knowledge & Skills in Biotechnology Careers, Knowledge & Skills in Support Services, Body Systems & Functions, Vital Signs, Alternative & Complementary Health Care, and Cultural Diversity. Class activities include authentic simulations, performing career specific skills, and health care professional speakers.

Career Connections Co-Op Class (East) – 1 semester, 1/2 credit; grade 12; prerequisite: concurrent enrollment in Career Connections Co-op or Youth Apprenticeship

This semester-long elective course is designed to prepare students for their career after high school and college. Students will create career portfolios, plan and run the “Zero Hour Café,” and participate in field trips to learn about careers. Speakers will include professionals from a variety of businesses and industries.

Examples of topics include:

Human Relations Skills in the workplace will focus on starting a new career, working in teams, professionalism, leadership, power and politics at work, handling stress, communication with customers and co-workers, conflict resolution, time management, diversity in the workplace, and presentation skills.

Career Seeking and Advancement will focus on researching careers, career decision making, résumé writing, interviewing skills, creating a career portfolio, developing leadership skills, goal setting for advancement, planning for success, and the performance appraisal process.

The Work Environment will include topics related to culture and climate of the workplace, becoming a member of a work team, working with management styles, employer and employee expectations, applying ethics and social responsibility at work, workplace safety, and continuing education for emerging careers. Please consult a counselor or instructor for more information.

Career Connections Co-Op (East) – 1 year, 1 credit; grade 12; prerequisite: concurrent enrollment in Career Connections Co-op Class

This year long elective is designed to help students gain real life experience related to their career goals. Students will participate in 15 hours per week of paid work or volunteer experience in their chosen career area. This work-based learning will be arranged to fit the student’s schedule, and may be during or after the school day.

Benefits of this program include: career positions that may lead to permanent employment after graduation to fund further education, opportunity to “test” a career area before committing years of education and preparation toward it, learn to work with and for people, learn to perform on the job to earn promotions, demonstrate personal development for career advancement, practice decision-making and management skills, work in technologically advanced work areas not available in the classroom.

Students may earn a Wisconsin Employability Skills Certificate and/or a Wisconsin Co-operative Education Skill Certification in Health Science Occupations Services. Students who register for the Career Connections Co-op go through an application process in order to be accepted into the program. Acceptance criteria include attendance, GPA, teacher recommendations, senior standing on target for graduation, employability skills, completion of **all** application steps (student/parent meeting attendance, document completion).

**Students are responsible for their own transportation. If the student drives, proof of insurance must be provided before the first day of class. Students are hired by the employer, not placed by the school district. Please consult a counselor or instructor for more information.

Health Youth Apprenticeship – Program Overview

Careers in health care are the fastest growing field today. The Health Youth Apprenticeship teaches the academic skills needed to begin a healthcare career while learning from health care professionals in the workplace.

Health Youth Apprenticeship may be taken as a 1-year or 2-year program. Upon successful completion of the two-year program, students will receive, in addition to high school credit, advanced standing toward an Associate Degree in health care services if they enroll in the Wisconsin technical college system. Students will also receive a State of Wisconsin Certificate of Occupation Proficiency for Health Services.

Students who register for Health Youth Apprenticeship go through an application process in order to be accepted into the program. Acceptance criteria will include attendance, GPA, teacher recommendations, junior or senior standing and on target for graduation, employability skills, completion of all application steps (student/parent meeting attendance, document completion, and parent involvement).

Two high school credits are earned per year for the paid work-based learning component. The student will be hired by a healthcare facility to experience workplace learning for an average of 15 hours per week junior year and 15 hours per week senior year. This paid experience may be scheduled during the school day, after school hours or weekends. Factors affecting the time frame of workplace learning will include student availability and employer needs. The student will also work during the summer between 11th and 12th grade. Students will be given interview opportunities as available, but are hired by the employer, not placed by the school district. Transportation to and from the workplace is the responsibility of the parent and/or the students. If students drive, proof of insurance is required before the first day of the school year.

Health Youth Apprenticeship 1 – 1 year, 2 credits; grades 11-12; prerequisite: concurrent enrollment in Certified Nursing Assistant and Intro to Health and Medical Careers

In Health Youth Apprenticeship 1 you will: enroll in Certified Nursing Assistant to complete your State of Wisconsin Certified Nursing Assistant Certification, enroll in Introduction to Health & Medical Careers, interview and be hired by a health care facility for paid work experience as a CNA, work an average of 15 hours per week in the health care facility during the school year and summer, and complete and check off all skills and learning for Health Youth Apprenticeship 1 and complete 450 hours of paid work in a participating health care facility (54 CNA clinical hours apply to this). Please consult a counselor or instructor for more information.

Health Youth Apprenticeship 2 – 1 year, 2 credits; grade 12; prerequisite: Health Youth Apprenticeship 1. Concurrent enrollment in Health Youth Apprentice Internship

In Health Youth Apprenticeship 2 you will: work a minimum of 15 hours per week in the health care facility for an additional 450 hours of paid work experience, complete Health Youth Apprentice Internship, and complete and check off all skills and learning for Health Youth Apprenticeship 2. Please consult a counselor or instructor for more information.

Health Youth Apprentice Internship – 1 year, 1 credit; grade 12; prerequisite: Health Youth Apprenticeship 1, required for Health Youth Apprenticeship 2

OPTION ONE: Students complete their second-year course work at a medical facility. Students will complete rotations in the diagnostic, therapeutic and information services areas and practice their health care skills in the hospital setting. Students must have 6th and 7th hours available for this class.** Students attend two days a week for three hours each day. Scheduled days and times are determined by the facility (hospital). This option is based on facility availability.

**It may be possible for a student with only 7th hour available to participate in this class, depending on hospital scheduling. Please consult a counselor or instructor for more information.

OPTION TWO: Students may take year two coursework at WCTC or MATC. Students must meet with their counselor to check availability and Youth Options must be applied for. The following are strict deadlines for the Youth Options program: March 1 for the fall semester; October 1 for the spring semester. Two semesters of coursework are required.

HEALTH

Health – 1 semester, 1/2 credit; recommended in grade 10; required

The strands at the high school level are:

<ul style="list-style-type: none">● emotional/mental health● stress and stress management● nutrition and weight control	<ul style="list-style-type: none">● drugs, alcohol and tobacco use and abuse● human growth and development● first aid, safety and community CPR
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The skills at the high school level are:

<ul style="list-style-type: none">● analyzing influences● accessing accurate information● interpersonal communication● decision making	<ul style="list-style-type: none">● goal setting● self-management● advocacy
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LAUNCH

LAUNCH is a program for juniors and seniors that connects a student’s academic knowledge to real world problems and projects through profession-based experiences in a dynamic, business-like setting. Students apply their learning through projects, supported by area business partners that require collaborative teams to solve problems, communicate with stakeholders, and implement solutions. Courses meet daily. Students will attend LAUNCH for a portion of the day, and their respective high schools for the remainder of their coursework.

The LAUNCH program consists of strands, or areas of study. Students may enroll in strands offered through either the Wauwatosa or Elmbrook school districts. Please see your counselor for more information.

To create a unique professional academic experience for students and teachers, we utilize a multi-site approach for our program, including the respective high school, the LAUNCH facility and various business locations.

Please refer to the [LAUNCH Website](#) for specific strand and individual course descriptions, as well as more detailed information about the LAUNCH program.

The following lists outline the strands offered through each district.

LAUNCH Courses 2022-23

Strand	Credit	Credit Group	Course #s	Block	21-22 Location
Global Business				Block 4 Periods 6 & 7 (Tosa)	Innovation Collaboratory 13600 Bishops Court Brookfield, WI 530057818
Writing for Research (for Seniors) OR English 11 (for Juniors)	1	English	7801A / 7801B OR 7812A / 7812B		
Business Strategy	1	Business	7802A / 7802B		
Mentorship	1	Work Based	7807A / 7807B		
Business Analytics Prerequisite: Algebra II				Block 1 Periods 1 & 2 (Tosa)	Innovation Collaboratory 13600 Bishops Court Brookfield, WI 53005
AP Statistics	1	Math	7806A / 7806B		
Business Strategy	1	Business	7802A / 7802B		
Mentorship	1	Work Based	7807A / 7807B		
Data Science & Intelligence for Careers				Block 1 Periods 1 & 2 (Tosa)	Innovation Collaboratory 13600 Bishops Court Brookfield, WI 53005
Python for Data Science	1	Elective	7829A / 7829B		
Math for Data Science	1	Math	7830A / 7830B		
Mentorship	1	Work Based	7807A / 7807B		

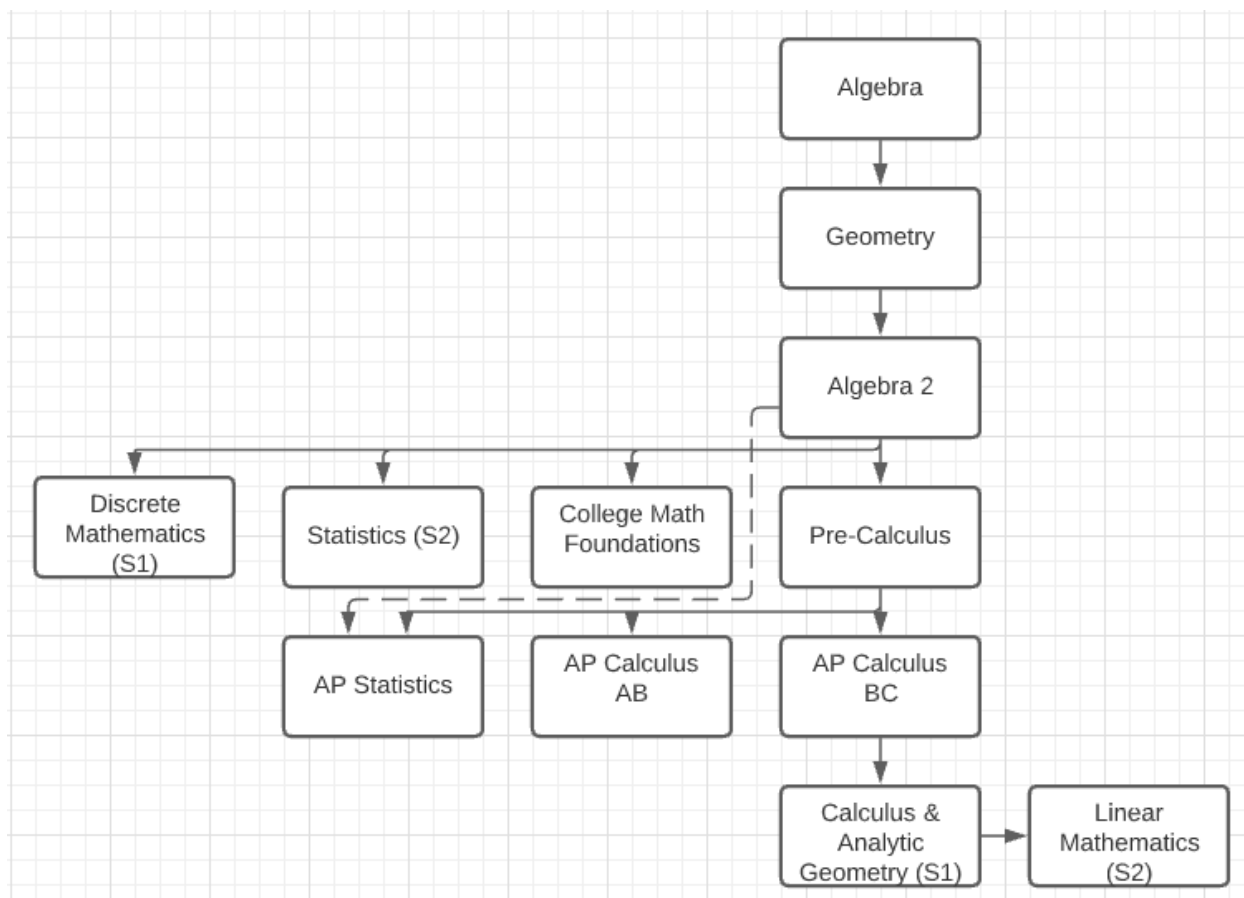
Hospitality Innovation				Block 4 Period 7 (Tosa)	WEHS
International Cuisine	1	FCE	7817A/7817B		
Advanced Marketing	1	Business			
Mentorship	1	Work Based	7807A / 7807B		
Media Solutions				Block 4 Periods 6 & 7 (Tosa)	BCHS78
Digital Imaging Seminar	1	Applied Tech	7811A / 7811B		
Writing for Research (for Seniors) OR English 11 (for Juniors)	1	English	7801A / 7801B OR 7812A / 7812B		
Mentorship	1	Work Based	7807A / 7807B		
Emerging Trends in IT				Block 3 Pd 5 & 6 (Tosa) 1st Lunch	BCHS
AP Computer Science Principles	1	Computer Sci	7820A / 7820B		
Writing for Research (for Seniors) OR English 11 (for Juniors)	1	English	7801A / 7801B OR 7812A / 7812B		
Mentorship	1	Work Based	7807A / 7807B		
Advanced Manufacturing Technologies				Block 4 Periods 6 & 7 (Tosa)	WWHS7823
Future Makers Capstone	1	Tech Ed	7818A / 7818B		
AP Computer Science Principles	1	Computer Sci	7820A / 7820B		
Mentorship	1	Work Based	7807A / 7807B		
Engineering Foundations				Block 1 Periods 1 & 2 (Tosa)	BCHS
Engineering Design & Development	1	Applied Tech	7810A / 7810B		
Writing for Research (for Seniors) OR English 11 (for Juniors)	1	English	7801A / 7801B OR 7812A / 7812B		
Mentorship	1	Work Based	7807A / 7807B		

Skilled Building Trades Prerequisite: Geometry				Block 1 Periods 1 & 2 (Tosa)	WEHS
Light Building Construction	1	Tech Ed	7831A / 7831B		
Math for the Skilled Trades	1	Math	7832A /7832B		
Mentorship	1	Work Based	7807A / 7807B		
Healthcare Solutions				Block 1 Periods 1 & 2 (Tosa)	BEHS
PLTW- Medical Interventions	1	Science @ Elmbrook Tech @ Tosa	7813A / 7813B		
501-104 Culture of Healthcare - WCTC (transcripted credit)	1	Science @ Elmbrook FCE @ Tosa	7814A / 7814B		
Mentorship	1	Work Based	7807A / 7807B		
Medicine and Healthcare				Blocks 1, 2, 3 Periods 1 &2 (Tosa)	BEHS
Medical Terminology- WCTC (transcripted credit)	1	Science @ Elmbrook FCE @ Tosa	7815A / 7815B		
501-104 Culture of Healthcare - WCTC (transcripted credit)	1	Science @ Elmbrook FCE @ Tosa	7814A / 7814B		
Mentorship	1	Work Based	7807A / 7807B		
Foundations of Body Systems & Disease				Block 1 Periods 1 & 2 (Tosa)	WWHS
Health and Disease	1	Science	7828A 7828B		
Anatomy & Physiology	1	Science	7827A / 7827B		
Mentorship	1	Work Based	7807A / 7807B		
Law and Public Policy				Block 3 Pd 5 & 6(Tosa) 1st Lunch	Innovation Collaboratory 13600 Bishops Court Brookfield, WI 53005
AP Language and Composition	1	English	7826A/7826B		
Current Issues	0.5	Social Studies	7824	Sem 1	
Crime, Society, and Law	0.5	Social Studies	7825	Sem 2	
Mentorship	1	Work Based	7807A / 7807B		

Future Teachers				Block 4 Periods 6 & 7 (Tosa)	
AP Psychology	1	Social Studies	7805A / 7805B		BEHS
EDUC 1000. Educational Inquiry 1: Critical Perspectives on Education - MU (Dual Enrollment)	0.75 (3) 1 per AF	Elective	7816A / 7816B		
Mentorship	1	Work Based	7807A / 7807B		
EDUC 1001. MU (ECCP) Educational Psychology	1	Elective Sem 1	7821		
UWM CURRINS 233. Introduction to Children's and Young Adult Literature - UWM	0.75 (3)	Elective Sem 2	7822		Wauwatosa School District
2nd Year LAUNCH Project Experiences				Block 1 Periods 1 & 2 (Tosa)	Innovation Collaboratory
Business & Society BUS ADM 200. Business and Society - UWM (Dual Enrollment)	1	Business	7823		13600 Bishops Court Brookfield, WI 53005

MATHEMATICS

Students are required to take three credits of math in high school for graduation; however, all students are encouraged to take a math course all four years of high school. The Mathematics Department offers a variety of pathways for students to complete a four-year series (see chart below).



—————> Solid arrows indicate a traditional pathway
 - - - - -> Dotted arrows indicate an alternative pathway

Please see the Computer Science section, which begins on page 24, for additional course opportunities. A student may take Computer Science courses for elective credit or, if desired, as a Math credit. If a student takes either course as a Math credit, he or she must already have taken two Math credits. In other words, these courses can count as a student’s third Math credit.

Algebra – 1 year, 1 credit; prerequisite: successful completion of both semesters of Math 8
 Algebra aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations; exploring linear, quadratic, and exponential functions graphically, numerically, symbolically and as sequences; and by using regression techniques to analyze the fit of models to distributions of data. *(A graphing calculator from the TI-84 family is recommended.)*

Geometry – 1 year, 1 credit; prerequisite: successful completion of both semesters of Algebra
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 and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. *(A graphing calculator from the TI-84 family is recommended.)*

Algebra 2 – 1 year, 1 credit; prerequisite: successful completion of both semesters of Geometry
Algebra 2 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, and understanding the role of randomness and the normal distribution in making statistical conclusions. *(A graphing calculator from the TI-84 family is required for this class.)*

Pre-Calculus – 1 year, 1 credit; recommendation: successful completion of both semesters of Algebra 2 with a “C” or higher
This course provides preparation for those who intend to continue their study of mathematics. Content includes the study of infinite sequences and series, algebraic functions, complex numbers, polar coordinates, trigonometric functions and identities, and probability. *(A graphing calculator from the TI-84 family is required for this class.)*



Advanced Placement Calculus AB – 1 year, 1 credit; prerequisite: successful completion of both semesters of Pre-Calculus and consent of instructor
This course includes an in-depth study of extension of differential and integral calculus. Advanced Placement Calculus AB prepares students for the AB version of the AP Calculus exam and covers content from the first semester of college calculus. *(A graphing calculator from the TI-84 family is required for this class.)*



Advanced Placement Calculus BC – 1 year, 1 credit; prerequisite: successful completion of Pre-Calculus and consent of instructor or successful completion of Calculus AB
This course is a rigorous and compacted study of Calculus AB that includes differential and integral calculus. In addition, the course includes the study of indeterminate forms, sequences and series, and non-Cartesian functions. This course prepares students for the BC version of the AP Calculus exam which is the equivalent of two semesters of college calculus. *(A graphing calculator from the TI-84 family is required for this class.)*

Statistics – 1 semester, 1/2 credit; prerequisite: successful completion of Algebra, Geometry, and Algebra 2 or consent of instructor
The first semester will include topics from Statistics, both descriptive and inferential. This course is an option for those students whose future plans will not require calculus. Students may opt to take only a semester of either Statistics or Discrete Math for a .5 credit. *(A graphing calculator from the TI-84 family is required for this class.)*

Discrete Mathematics – 1 semester, 1/2 credit; prerequisite: successful completion of Algebra, Geometry, and Algebra 2 or consent of instructor

The second semester will focus on Discrete Mathematics topics, such as matrix theory, counting methods, graph theory, recursion, and decision making. This course is an option for those students whose future plans will not require calculus. Students may opt to take only a semester of either Statistics or Discrete Math for a .5 credit. (*A graphing calculator from the TI-84 family is required for this class.*)



Advanced Placement Statistics – 1 year, 1 credit; prerequisite: Pre-Calculus, or Algebra 2 with teacher conferencing

This course is designed to prepare students to be successful on the College Board Advanced Placement Statistics exam. Students will study the major concepts and tools in the following four topics as prescribed by the College Board:

- Exploring Data: Describing patterns & departures from patterns (20-30%)
- Sampling and Experimentation: Planning & conducting a study (10-15%)
- Anticipating Patterns: Exploring random phenomena using probability and simulation (20-30%)
- Statistical Inference: Estimating population parameters and testing hypotheses (30-40%)

(*A graphing calculator from the TI-84 family is required for this class.*)

College Math Foundations – 1 year, 1 credit; prerequisite: completion of Algebra 2; (formerly “College Prep Mathematics”)

This course will focus on solidifying concepts encountered in Algebra, Geometry, and Algebra 2. It will include algebraic representations of quantitative and functional relationships, graphical representations of functions and relations, matrices and determinants, and statistical decision-making. This class prepares students for the college placement exams. (*A scientific calculator is required for this class.*)

NOTE: This course may not be accepted as a mathematics credit toward entrance into college. It is considered equivalent to Algebra 2.

MUSIC

The purpose of the high school music program is to provide opportunities for students to develop a deeper appreciation of music through a refined understanding of musical concepts as they relate to musical performance and listening. Students will perform, listen to and create music of varied styles that will enable them to develop their individual skills to the fullest and shape positive attitudes to last a lifetime. All music courses are offered as electives.

Performance Courses

Jazz Ensemble (West) – 1 year, 1/2 credit; grades 9-12

Membership in Jazz Ensemble is determined by audition. This is a performance class open to students who are currently enrolled in band and whose primary instrument is a standard jazz instrument – saxophone, trombone, trumpet, keyboards, guitar, bass guitar, or percussion. Occasionally other instruments are used, but not on a regular basis. Focus will be on developing jazz individual and ensemble public performance skills in a contemporary and/or “combo” ensemble. There will be strong emphasis on improvisation, independence, listening and the evolutionary historical concepts as related to jazz.

Students will interact with professional jazz performers and some attendance at outside concerts may be required. **Note that Jazz Ensemble meets during the zero-hour Monday, Wednesday and Thursday.**

Attendance at all performances, rehearsals, and activities is a course requirement. Students and parents should reference rehearsal and performance schedules as presented/discussed at the first few rehearsals before electing to take the class. Students will be expected to purchase or pay for some personal and instructional items and fees, and may need to provide transportation to off-site rehearsal and performances.

Jazz Ensemble I (East) – 1 year, 1/2 credit; Grades 10-12 by audition only; meets Monday, Wednesday, and Friday, during zero hour (7:05-7:55 AM)

Jazz Ensemble I is an advanced performance class for students who are concurrently enrolled in band, choir, or orchestra and who have the necessary playing proficiency on a standard jazz big band instrument. This course is also offered to students who play guitar or piano. Students playing guitar or piano must be studying privately and able to read music. Students will experience an intensive rehearsal experience in big band jazz literature including big band charts, swing, Latin, funk, blues, and straight-ahead jazz. Historical perspectives and listening to jazz are a part of the course. Students will work on improvisation skills and ability to improvise is strongly recommended before taking this course. Auditions for this ensemble will take place in February or March for the next school year. Students are expected to be consistent in meeting all course obligations including **attending class and being on time for class**. Failure to meet these requirements will negatively impact a student's grade and may result in being dropped from the course.

Attendance at all rehearsals and performances, including travel to and from performances at local and regional jazz festivals, is a course requirement. Students and parents should reference published rehearsal and performance schedules before auditioning for the class. Students will be expected to purchase a Jazz I polo shirt.

Concert Band (West) – 1 year, 1 credit; grades 9-12

Students electing Concert Band must demonstrate sufficient previous experience and training on the instrument they will be playing. Minimum competency should be 8th grade exit level. The Concert Band performs both independently and in conjunction with members of the Symphonic Band. Course content includes the study, experience, and public performance of music in the marching, concert, solo, small ensemble, and pep band performance mediums as well as limited music theory and history. The emphasis of this course is to learn and demonstrate the fundamentals of reading music (i.e. scales, arpeggios, rhythms, etc.) and to develop the individual as an independent, self-sufficient public performer. The Concert Band will play literature geared to the level of the band.

Symphonic Band (West) – 1 year, 1 credit; grades 9-12 by audition or recommendation only

Students electing Symphonic Band must demonstrate sufficient previous experience and training on the instrument they will be playing. This ensemble offers wind and percussion players an opportunity to study and perform some of the world's great instrumental works for wind bands, as well as some that are just for fun. Emphasis is placed on polished musical performance achieved through detailed understanding and appreciation of the music. Members of the ensemble will be expected to continually develop their independent performance skills as well as their knowledge of all music-related topics. Course content includes the study, experience, and public performance of music in the marching, concert, solo, small ensemble, and pep band performance mediums as well as limited music theory and history.

Attendance at all performances, rehearsals, and activities, including August preparation and training camps, is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. Students will be expected to purchase or pay for some personal and instructional items and fees. A list is available from the instructor.

Concert Band (East) – 1 year, 1 credit; grade 9; prerequisite: enrollment in middle school band is highly recommended. Upper grade students may elect this course to study a second instrument with instructor consent. This course demands outside hours.

The first quarter of the school year is focused on marching. Marching basics for field and street will be taught, as will literature for marching band. All members of the Concert Band will participate with the Red Raider Marching Band in all parade performances which include: Homecoming Pep Rally, Homecoming Parade, and Homecoming game performances. All performances are required, graded assessments. In addition to the homecoming performances mentioned above, all members of the Concert Band are required to perform the Milwaukee Holiday Parade and the Wauwatosa Independence Day Parade. Concert Band members are eligible to perform in the Chicago Thanksgiving Day Parade.

This ensemble offers wind and percussion players an opportunity to study and perform various musical works for the wind band. Formal concerts are required, graded assessments. Students in Concert Band are required to prepare for and perform at the Wisconsin School Music Association Solo & Ensemble Festival. Other opportunities for Concert Band members include Jazz Ensemble II and III, and Pep Band.

Attendance at all performances and rehearsals is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. Students will be expected to purchase or pay for some personal and instructional items, as well as course-related expenses such as marching shoes, gloves, lyre, T-shirt and uniform maintenance. Percussionists are required to provide their own concert snare sticks and mallets.

Symphonic Band/Wind Ensemble (East) – 1 year, 1 credit; grades 10-12; prerequisite: enrollment in middle school and freshman Concert Band is highly recommended

All students in the Symphonic Band and Wind Ensemble class constitute the Wauwatosa East High School Marching Band. **Field and Parade marching are a required part of this course. Attendance at all rehearsals, summer band camp, sectionals, and marching performances is required.** All required performances are graded assessments. Students in this course are divided into two ensembles based on the results from their individual playing assessments (chair auditions). These ensembles offer wind and percussion players an opportunity to study and perform more advanced musical works for the wind band. The two ensembles may, on occasion, work together on literature for a larger, combined ensemble. Formal concerts are required, graded assessments.

Students in Symphonic Band/Wind Ensemble are required to prepare for and perform at the Wisconsin School Music Association Solo & Ensemble Festival. Other performance opportunities for Symphonic Band/Wind Ensemble members include Jazz Ensemble I, II or III, Pit Ensemble, and Pep Band.

Attendance at all performances and rehearsals is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. Students will be expected to purchase or pay for some personal and instructional items, as well as course-related expenses such as marching shoes, gloves, lyre, T-shirt and uniform maintenance. Percussionists are required to provide their own concert snare sticks and mallets.

Concert Choir – 1 year, 1 credit; grades 9-12

Concert Choir is a non-auditioned, open mixed ensemble. This ensemble is ideal for students who have limited or no previous experience in a high school choral setting and want to learn about basic choral singing through performance. Introduction to correct vocal techniques, sight reading, and basic music theory are covered, in addition to singing a wide variety of music. Emphasis is placed on developing musical skills and knowledge and polished musical performances achieved through a detailed understanding and appreciation of all types of music. Students perform 5 required concerts a year (Fall, Winter, Cabaret, District Choral Festival and Spring). Students will also participate in the Wisconsin School Music Association Solo and Ensemble music festival.

There are also opportunities for solo and small ensemble work. Students will also have the opportunity to work with guest artists and clinicians to further develop their vocal training.

No audition is required for participation in this course. All students in this ensemble are encouraged to audition for Chamber Choir, Chanteurs and/or Vocal Jazz/A Cappella during the month of December for the following school year. Students are encouraged to participate in the musical theatre productions.

Attendance at all performances is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. This course meets the criteria of the Global Scholars program.

Chanteurs – 1 year, 1 credit; grades 10-12- Instructor Approval Required

Chanteurs is an auditioned based, intermediate treble ensemble. This ensemble is ideal for students who have a minimum of one year of high school choral experience and want to explore advanced choral singing through performance. Continued study of correct vocal techniques, sight reading, and intermediate music theory are covered, in addition to singing a wide variety of music. Emphasis is placed on developing musical skills and knowledge and polished musical performances achieved through a detailed understanding and appreciation of all types of music. Students perform 5 required concerts a year (Fall, Winter, Cabaret, District Choral Festival, and Spring). Students also participate in the Wisconsin School Music Association Solo and Ensemble music festival and may choose to audition for the state honor's choir. There are also opportunities for solo and small ensemble work. Students will also have the opportunity to work with guest artists and clinicians to further develop their vocal training.

An audition is required as well as the consent of the instructor to enroll in this course.

All students in this ensemble are encouraged to audition for Chamber Choir and/or Vocal Jazz/A Cappella during the month of December for the following school year. Students are encouraged to participate in the musical theatre productions.

Attendance at all performances is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. This course meets the criteria of the Global Scholars program.

Chamber Choir – 1 year, meets daily; 1 credit; grades 10-12- Instructor Approval Required

Chamber Choir is an auditioned based, advanced level mixed ensemble. This ensemble is ideal for students who have a minimum of one year high school choral experience and want to explore advanced choral singing through performance. Continued study of correct vocal techniques, sight reading, and advanced music theory are covered, in addition to singing a wide variety of music. Emphasis is placed on developing musical skills and knowledge and polished musical performances achieved through a detailed understanding and appreciation of all types of music. Students perform 5 required concerts a year (Fall, Winter, Cabaret, District Choral Festival and Spring). Students will also participate in the Wisconsin School Music Association Solo and Ensemble music festival and may choose to audition for the state honor's choir. There are also multiple opportunities for solo and small ensemble work. Students will also have the opportunity to work with guest artists and clinicians to further develop their vocal training.

An audition is required as well as the consent of the instructor to enroll in this course.

All students in this ensemble are encouraged to audition for Vocal Jazz/A Cappella during the month of December for the following school year. Students are encouraged to participate in the musical theatre productions.

Attendance at all performances is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. This course meets the criteria of the Global Scholars program.

Vocal Jazz /A Cappella Ensemble – 1 year, 1/2 credit; grades 10-12; rehearses Wednesday and Friday (West) or Tuesday, Thursday Friday after school (East)

Vocal Jazz/A Cappella Ensemble is an auditioned based, advanced ensemble specializing in unaccompanied vocal music.

This ensemble is ideal for students who have a minimum of one-year high school choral experience, are currently enrolled in one of the other curricular music ensembles, and want to explore advanced choral singing specific to the genres of vocal jazz and contemporary a cappella. Students will sing in 4-part divisi harmony with focus on advanced vocal techniques specific to the genres being explored. Students will continue to study advanced level music theory, sight reading skills (rhythmic and tonal) and stage presence and performance skills. In addition to required home performances and WMEA Music Festivals and WSMA Solo and Ensemble Festival, students have the opportunity to partake in various clinic/festival choral formats with other school choral departments and perform for community functions as available.

An audition is required as well as the consent of the instructor to enroll in this course.

Auditions for Vocal Jazz Ensemble are held during the month of December for the following school year. Students are encouraged to participate in the musical theatre productions.

Attendance at all performances is a course requirement. Students and parents should reference published rehearsal and performance schedules before electing to take the class. This course meets the criteria of the Global Scholars program.

Chamber Orchestra (East) – 1 year, 1 credit; grades 10-12

Chamber Orchestra is designed for 10th - 12th grade string players. Placement in Chamber Orchestra is based on student audition or at teacher discretion. Many students in this orchestra have an extensive background in their instrument and study privately. Chamber orchestra regularly performs college-level string repertoire. This advanced course allows students to excel in their abilities in skill/technique, musicality, music theory, music history, and music technology. Chamber Orchestra students also have an opportunity to play full orchestra repertoire with the woodwinds, brass, and percussion.

Chamber Orchestra (West) – 1 year, 1 credit; grades 11-12

Chamber Orchestra is designed for 11th - 12th grade string players. Placement in Chamber Orchestra is based on student audition or at teacher discretion. Many students in this orchestra have an extensive background in their instrument and study privately. Chamber orchestra regularly performs college-level string repertoire. This advanced course allows students to excel in their abilities in skill/technique, musicality, music theory, and music history. Chamber Orchestra students also have an opportunity to play full orchestra repertoire with the woodwinds, brass, and percussion. There are required performances throughout the year.

Concert Orchestra (East) – 1 year, 1 credit; grade 9

Concert Orchestra is designed for all 9th grade string players. Students who play and have previous experience on the violin, viola, cello, and double bass are welcome to join this class. This foundational course prepares students in skill/technique, musicality, music theory, music history, and music technology.

Concert Orchestra (West) – 1 year, 1 credit; grades 9-10

Concert Orchestra is designed for all 9th and 10th grade string players. Students who play and have previous experience on the violin, viola, cello, and double bass are welcome to join this class. This foundational course prepares students in skill/technique, musicality, music theory, and music history. There are required performances throughout the year.

Symphony Orchestra (East) – 1 year, 1 credit; grades 10-12

Symphonic Orchestra is designed for 10th - 12th grade string players. Students who play and have previous experience on the violin, viola, cello, and double bass are welcome to join this class. This advancing course refines students' abilities in skill/technique, musicality, music theory, music history, and music technology. Symphony Orchestra students also have an opportunity to play full orchestra repertoire with the winds, brass, and percussion.

Symphony Orchestra (West) – 1 year, 1 credit; grades 11-12

Symphonic Orchestra is designed for 11th - 12th grade string players. Students who play and have previous experience on the violin, viola, cello, and double bass are welcome to join this class. This advancing course refines students' abilities in skill/technique, musicality, music theory, and music history. Symphony Orchestra students also have an opportunity to play full orchestra repertoire with the winds, brass, and percussion. There are required performances throughout the year.

Non-Performance Music Courses

Digital Music Production – 1 semester, 1/2 credit, grades 9-12, prerequisite: none

This course is designed to provide students the opportunity to create, produce, mix and edit music using the latest digital recording and sequencing technologies. Topics include: sampled sounds, loops, MIDI (Musical Instrument Digital Interface) as well as learning the basics of studio recording, mixing and editing, and playing chords and melodies on keyboards and stringed instruments. As a result of this course, students will develop creative and critical thinking skills through music, which will be showcased through digital music compositions. *No prior experience is necessary.*

Music Theory 1 (Beginning) – 1 semester, 1/2 credit, grades 11-12 only

Students should be concurrently enrolled in a large ensemble (vocal or instrumental) or must be studying with a private teacher. The course is structured as a three-semester sequence: a beginning level, an intermediate level, and an advanced level. Students may enroll in the course for a maximum of three semesters. The course is intended to introduce students to the structural elements of music. Students who will study music in college or wish to prepare for the Advanced Placement Theory Exam are encouraged to take all three semesters of the course.

Students are expected to attend class daily. Consistent attendance is critical to student success in this course. The course is taught in a seminar format with lecture-presentations, guided practice and independent practice. It is a multi-level class and students **must** be able to work independently when the other levels are working with the teacher.

Music Theory 2 (Intermediate) – 1 semester, 1/2 credit, grades 11-12 only

Students should be concurrently enrolled in a large ensemble (vocal or instrumental) or must be studying with a private teacher. The course is structured as a three-semester sequence: a beginning level, an intermediate level, and an advanced level. Students may enroll in the course for a maximum of three semesters. The course is intended to introduce students to the structural elements of music. Students who will study music in college or wish to prepare for the Advanced Placement Theory Exam are encouraged to take all three semesters of the course.

Students are expected to attend class daily. Consistent attendance is critical to student success in this course. The course is taught in a seminar format with lecture-presentations, guided practice and independent practice. It is a multi-level class and students **must** be able to work independently when the other levels are working with the teacher.

Music Theory 3 (Advanced) – 1 semester, 1/2 credit, grade 12 only

Students should be concurrently enrolled in a large ensemble (vocal or instrumental) or must be studying with a private teacher. The course is structured as a three-semester sequence: a beginning level, an intermediate level, and an advanced level. Students may enroll in the course for a maximum of three semesters. The course is intended to introduce students to the structural elements of music. Students who will study music in college or wish to prepare for the Advanced Placement Theory Exam are encouraged to take all three semesters of the course.

Students are expected to attend class daily. Consistent attendance is critical to student success in this course. The course is taught in a seminar format with lecture-presentations, guided practice and independent practice. It is a multi-level class and students **must** be able to work independently when the other levels are working with the teacher.

Physical Education

The Wauwatosa School District physical education program (K-12) is an integral part of the total educational process. Through participation in this program each student will:

- Understand the need for a healthy lifestyle through a whole-body approach (physical, emotional, and social aspects) by emphasizing lifelong health and skill related activities.
- Develop positive character through the promotion of cooperation, teamwork, sportsmanship, and citizenship.
- Appreciate the abilities of all learners.

State law requires a student to earn 1.5 credits (three semesters) of Physical Education for graduation, which must be earned one semester a year, over three years. If more than one semester of physical education is taken during a school year that .5 credit goes towards a student's graduation elective credits, not the 1.5 required physical education credits per state law.

All students are required to take PE Foundations as a prerequisite to other physical education courses.

PE Foundations – 1 semester, 1/2 credit; grades 9-10; **required**

This course is designed to introduce students to a wide variety of activities including lifetime fitness activities, basic swim skills, team sports and individual sports. Classroom days will be used to explore topics such as the fundamentals of fitness, nutrition, stress management, and leadership. This course will prepare the student to make educated decisions about their future physical education course selections.

General PE – 1 semester, 1/2 credit (this class may be taken a second time for physical education or elective credit); grades 9-12; **prerequisite: PE Foundations**

The focus of this course will be on participating in team/individual sports and fitness activities. Basic skills, rules and strategies for each activity will be taught to enhance participants' understanding of different sports and fitness activities. Activities include, but are not limited to, volleyball, basketball, water games, ultimate frisbee, golf, pickleball, badminton, and personal fitness. Students who complete this class should be able to confidently participate in recreational activities that will enhance their lifelong fitness.

Extreme PE – 1 semester, 1/2 credit (this class may be taken a second time for physical education or elective credit); grades 9-12; **prerequisite: PE Foundations**

Students will experience a variety of team and individual sport activities aimed at increasing cardiovascular endurance through high level participation in organized games. *Students will utilize advanced skills, knowledge and strategies to make the activities as competitive and fast paced as possible.* Students who complete this course should be able to compete in recreational or competitive local leagues to enhance their lifelong fitness. This course will include an aquatic unit and an opportunity to explore officiating in different sport activities.

Strength and Conditioning – 1 semester, 1/2 credit (this class may be taken a second time for physical education or elective credit); grades 9-12; **prerequisite: PE Foundations**

This course is designed for the student who wants to improve their performance on or off the athletic field by increasing their strength, endurance, agility and speed. Proper lifting techniques will be emphasized along with creating individual weight lifting programs. Speed and agility activities will be used to improve the student's core strength, balance and flexibility. This course may include an aquatics activity. This class is for students who are serious about weight training and conditioning.


Shape It Up Trends – 1 semester, 1/2 credit (this class may be taken a second time for physical education or elective credit); grades 9-12; **prerequisite: PE Foundations**

This course is for the student who wants to achieve health and wellness but does not want to participate in the competitive nature of team and individual sports. Students will develop personal fitness goals and work toward reaching those goals as well as develop an understanding of how to manage their fitness within their busy lifestyles. Students will experience a variety of physical activities including, but not limited to, use of the fitness center equipment, yoga, kickboxing and water exercise, all of which aim to improve their personal fitness level.

Adventure Pursuits – 1 semester, 1/2 credit (this class may be taken a second time for elective credit only); grades 10-12; **prerequisite: PE Foundations**

This course is designed to engage students who are looking for adventure and leadership development. Students will develop self-confidence through team building and leadership opportunities. Experiences include, but are not limited to, archery, team building, rock climbing, outdoor challenge, frisbee golf, kayaking, and orienteering. Activities are designed to teach students lifetime physical and recreational skills, including an understanding for the environment in which these activities occur.

Online Physical Education – 1 semester, 1/2 credit (this class may only be taken once); grades 10-12; **prerequisite: PE Foundations**

 This course is designed for the self-motivated student who desires flexibility within their daily schedule. For the physical portion of the course, students will be required to complete 200 minutes of physical activity each week through a minimum of 4 workout sessions. Students will complete journal entries each week describing their activity. Students will also be expected to participate in discussion forums and post journal entries about various health and fitness topics. The course uses the text *Fitness for Life* for some but not all assignments. Students are expected to actively participate in this course by logging into the class a minimum of five days a week.

Alternative Physical Education – 1 semester, 1/2 credit; grades 9-12; prerequisite: PE Foundations

This course is designed for the student who wants to explore a variety of physical activities without the pressure of competition. Students will be given the opportunity to develop self-confidence and social skills along with being given leadership opportunities within a safe environment. Students must have a teacher or administrator recommendation to qualify for the course.

Unified Physical Education – 1 semester, 1/2 credit; grades 10-12

This course combines students with all abilities to participate in a developmentally enriching curriculum that includes lifelong fitness activities, physical fitness, cooperative sports as well as social and emotional growth. Students will work together to increase their proficiency and confidence in a variety of physical activities. Ongoing leadership opportunities will provide members of the class tools to create a more inclusive and accepting classroom environment for all students. **Space is limited. Students interested in enrolling will need to apply or have specially designed physical education as part of their Individual Education Plan. Applications are available in the Student Services Office.**

Specially Designed Physical Education

Specially Designed Physical Education (S.D.P.E.) is available when required for students who have a disability (physical, mental, emotional, or learning) that requires a specially designed individual physical education program. Enrollment in this course is available only through a student's Individualized Educational Plan (I.E.P.).

Zero Hour PE – 1 semester, 1/2 credit (this class may be taken a second time for physical education or elective credit); grades 10-12

Zero Hour PE is an opportunity to participate in physical education preceding first hour. The focus of this course will be on participating in team/individual sports and fitness activities. Basic skills, rules and strategies for each activity will be taught to enhance participants’ understanding of different sports and fitness activities. Students who complete this class should be able to confidently participate in recreational activities that will enhance their lifelong fitness.

Wisconsin Physical Education Option

The Wauwatosa School District, in alignment with Wisconsin state statutes, allows high school students the Wisconsin Physical Education Option, which means a student who participates in a sport or other organized, sanctioned physical activity may, in lieu of .5 credits of physical education, fulfill that .5 credit of physical education by completing an additional .5 credit of English, social studies, mathematics, science, or health education provided they furnish evidence of participation in a qualifying sport or other organized, sanctioned physical activity. **Please see a school counselor for more information. (May only be taken once.)**

SCIENCE

Grade 9	Grade 10	Grade 11-12
Biology Advanced Biology	Chemistry Advanced Chemistry	Physics Advanced Physics Astronomy* Anatomy and Physiology* Environmental Science* AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Physics C: Mechanics AP Physics C: Electricity and Magnetism

*One semester course

While most students take a path including Biology, Chemistry, and Physics, other alternative pathways are possible.

Biology – 1 year, 1 credit; grade 9; prerequisite: none

This is a one-year introductory biology course which focuses on college readiness skills and the Next Generation Science Standards. Lab and inquiry skills are integrated into the curriculum. The topics covered include: Interdependent Relationships in Ecosystems; Matter and Energy in Organisms and Ecosystems; Biological Structure and Function; Inheritance and Variation of Traits; and Natural Selection and Evolution. *Two levels of this course are offered: Regular and Advanced. **

Chemistry – 1 year, 1 credit; grade 10; prerequisite: successful completion of Biology and Algebra

This one-year introductory chemistry course is based on college readiness skills and the Next Generation Science Standards. Lab and inquiry skills are integrated. The focus of this class is Matter and Its Interactions. Topics covered include atomic theory, mathematical problem solving, chemical compounds, reactions, the mole, stoichiometry, and nuclear chemistry. *Two levels of this course are offered: Regular and Advanced. **

Physics – 1 year, 1 credit; grade 11; prerequisite: successful completion of Biology and Algebra

This one-year introductory physics course is based on college readiness skills and the Next Generation Science Standards. Lab and inquiry skills are integrated. Topics covered include linear motion, two-dimensional motion, (could combine linear and 2D into one term "kinematics"), Newton's Laws, momentum, work, power, energy, circular motion, electricity, and magnetism. Both conceptual understanding and mathematical applications of topics will be stressed. Two levels of this course are offered: Regular and Advanced. *

**Placement in the regular or advanced level of a foundational science course (Biology, Chemistry, and Physics) is dependent on several factors, including standardized test scores, academic performance, and student interest.*

Astronomy – 1 semester, 1/2 credit; grades 11-12; prerequisite: none

Astronomy provides an overview of the following areas: systems in space, the earth's daily and annual motions, the earth/moon system, a survey of the solar system, the sun, stars and starlight, evolution of stars and the origin and structure of the universe. Emphasis is given to observational activities. Laboratory activities are also integral to the course that is aimed at a wide range of student abilities.

Anatomy and Physiology – 1 semester, 1/2 credit; grades 11-12

This semester course provides a basic understanding of the organization of the human body and how the body works. Anatomical terminology, basic biochemistry, cells and body tissues are covered. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. Students develop an understanding of what the body is doing and how they can help the body cope with many different situations (exercise, relaxation, disease, injury, etc.). Dissection is a part of the curriculum. ***This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 37.***

Environmental Science – 1 semester, 1/2 credit; grades 11-12

This course will focus on local and regional ecosystems where students will develop a deeper appreciation and respect for the environment through both outdoor and classroom inquiry-based learning experiences. Upon successful completion of this course, students should be able to use the scientific skills and major environmental science concepts to understand interrelationships of the natural world and to analyze environmental issues and their solutions.



Advanced Placement Biology – 1 year, 1 credit; prerequisite: successful completion of Biology and Chemistry

AP Biology is a challenging and stimulating course equivalent to a two-semester college introductory biology course. To be successful in this class, students need to be highly motivated, independent learners willing to put in time outside of class. This course covers the major topics in biology with an emphasis on molecular biology, genetics, and evolution. Topics covered include the study of molecules, cells, genetics, evolution, organisms, ecology and populations. Also included are twelve rigorous labs that help develop analytical reasoning skills. Students who take AP Biology may elect to take the AP Biology exam in May



Advanced Placement Chemistry – 1 year, 1 credit; prerequisite: successful completion of Chemistry and completion of Algebra 2 or concurrent enrollment

AP Chemistry is a challenging and stimulating course equivalent to a two-semester introductory college chemistry course. To be successful, students need to be highly motivated, independent learners willing to put in time outside of class. Topics covered include structure and states of matter, reactions, stoichiometry, bonding, equilibria, kinetics, thermodynamics, acid-base chemistry, and electrochemistry. Laboratory exercises are used to illustrate and reinforce concepts, and may require additional time outside the scheduled class period. Students who take AP Chemistry may elect to take the AP Chemistry exam in May.



Advanced Placement Physics 1 – 1 year, 1 credit; prerequisite: successful completion of Biology and Chemistry and completion of Algebra 2 or concurrent enrollment

AP Physics 1 is a year-long algebra-based course that covers one semester of college-level physics which will explore the following topics: Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory simple circuits. Students will develop scientific critical thinking and reasoning skills through inquiry-based learning. Students are eligible to take the AP Physics 1 test that could earn the students one semester of college credit. Students should be concurrently taking Algebra 2 or beyond.



Advanced Placement Physics 2 – 1 year, 1 credit; prerequisite: successful completion of AP Physics 1 or C: Mechanics and completion of Algebra 2 or concurrent enrollment

AP Physics 2 is a year-long algebra-based course that covers one semester of college-level physics which will explore the following topics: fluids; thermodynamics; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Students will develop scientific critical thinking and reasoning skills through inquiry-based learning. Students are eligible to take the AP Physics 2 test that could earn the students one semester of college credit. Students should be concurrently taking Algebra 2 or beyond.



Advanced Placement Physics C: Mechanics – 1 year, 1 credit; concurrent enrollment in calculus or successful completion of calculus

AP Physics C: Mechanics is a stimulating calculus based physics course. It is equivalent to a one semester introductory college physics class. Students should be highly motivated, independent learners with skills in trigonometry and calculus. The topics presented include kinematics, dynamics, work and energy, momentum, and rotational motion.



Advanced Placement Physics C: Electricity and Magnetism – 1 year, 1 credit; prerequisite: concurrent enrollment in Calculus or successful completion of Calculus; highly recommended that students have taken AP Physics 1 or AP Physics

C: Mechanics first

AP Physics C: Electricity and Magnetism is a stimulating calculus-based physics course. It is equivalent to a one semester introductory college physics class. Students should be highly motivated, independent learners with skills in trigonometry and calculus. The topics presented include electrostatics, electric circuits, magnetic fields, and electromagnetism.

SOCIAL STUDIES

The purpose of social studies education is to provide each student with the opportunity to learn the knowledge, processes, skills and values required to hold the position of *responsible citizen* in a democratic society. A responsible citizen is an involved citizen. He or she puts civic knowledge and understanding into practice by not only voting, but also by performing community service, acting responsibly toward the environment, making wise decisions about saving and spending money, and staying informed on important social, political, legal and economic issues. Courses in social studies are Wisconsin State standards-based. They are constantly being revised to incorporate both new teaching methods and technology. History, geography, economics, political theory and practice, and cultural relations are integrated to provide a greater understanding of current events and prepare for the future. Research and communication skills are stressed as students work both individually and collaboratively to solve real-world problems. Reflecting department goals, an in-depth issue investigation project is required of students completing the K-11 social studies scope and sequence.

Three social studies credits are required for all students in grades nine through eleven. Electives are open to students beginning in grade 10. Electives are strongly recommended for students in becoming effective, concerned, “thinking citizens.”

U. S. History II – 1 year, 1 credit; required in grade 9

This course is a continuation of U.S. History from middle school, which includes chronological, thematic, and skill based approaches to the teaching of U.S. history. This interdisciplinary course features both domestic and foreign policy themes, focused on contemporary 20th century topics. Political, social, economic, and international content will be examined.



Advanced Placement Human Geography – 1 year, 1 credit; required in grade 10

The purpose of AP Human Geography is to introduce students to the study of patterns and processes that have shaped our understanding, use, and alteration of the Earth's surface. Students will study the ways human beings have impacted the surface of the Earth over the ages, to use maps and models—things like geographic information systems, aerial photographs, and satellite images, and will use ideas about space and size and landscapes to explore the ways people live. Students will learn about how people live together in groups, and how, as groups of people, we have impacted the environment. Students explore their own land and culture, and the faraway lands and cultures of other peoples. Students will understand how landscapes are affected by culture, politics and money. They will see these effects at very large levels, like the whole world and nations, and also at smaller levels, like a state or a city—even a neighborhood. Students will discover why we've divided up the world the way we have—into countries, states, provinces, cities, etc. Students will understand how when something happens in one place in the world, that can influence things happening in other places. They will understand how these patterns are constantly changing, and why they change.

American Public Policy – 1 year, 1 credit; required in grade 11

American Public Policy is a junior year course designed to prepare students to exercise their political rights and responsibilities upon reaching the age of majority. Students will study the philosophy, structure and operations of national, state and local governments. Students analyze individual and group behavior and learn how this affects the decision-making process. An in-depth issue investigation project is required of students. A conscious effort is made to teach the knowledge, skills and values of a responsible American citizen.



This course is also offered as a hybrid, provided there is sufficient enrollment. In this course students will not attend class on a daily basis. They will spend part of their class time meeting in smaller groups with the teacher and part of their class time working individually or in groups online.

American Public Policy-Special Emphasis (State Level Competition) – 1 year, 1 credit; fulfills 11th grade American Public Policy requirement

This special section of American Public Policy fulfills the graduation requirement and follows the same curriculum, with a special focus on Constitutional studies. Students who register for this course agree to participate in the We the People competition on the district and state levels, which involves an oral presentation on the American political system and its development, and to compete in a similar competition in Washington, D.C., if our team wins the state competition. This section demands additional effort, but requires no special aptitude – only a sincere interest. **Class size is limited and will involve a screening process if interest exceeds capacity. Summer work is required.**

Law In Society – 1 semester, 1/2 credit; grades 10-12 elective

In Law in Society, students focus their study on the Judicial Branch of government. The American legal system is examined with a major emphasis on civil and criminal law and legal history. Current topics in law enforcement, juvenile justice, sentencing and corrections are explored. The course uses an interactive style where students examine current cases and legal issues through activities that include a civil and criminal mock trial, moot court simulations and computer legal simulations. Law in Society concentrates on how the law affects a person's day-to-day life.

Economics – 1 semester, 1/2 credit; grades 10-12 elective

This course fulfills the school district's financial literacy requirement.

Economics is designed to help students understand how the government, producers and consumers interact in our free-market economy as well as the global community. Students are exposed to basic concepts, microeconomic and macroeconomic issues, and foreign trade. Topics explored include scarcity; opportunity cost; supply, demand and market price; budgeting, saving, and the risks and rewards of different investments; the role of government; and monetary and fiscal policy. Economics also allocates 1/3 of the course helping students become fluent in personal financial literacy and satisfies the district's financial literacy requirement.

Contemporary World Problems – 1 semester, 1/2 credit; grades 10-12 elective

A study of American foreign policy goals/ideas and initiatives is used to introduce the Contemporary World Problems course. Through this introduction, students gain an understanding of how and why the United States interacts as it does within the global community. Specific world problems of current significance and of interest to the students are then examined in depth as they relate to the peoples of the world within the context of an increasingly global community. Problems that may be addressed will include specific issues within broader concepts of Economic Inequality in the World, Human Rights, Conflict and Turmoil in the World, Changing Climate, Health and Disease around the World, and the World Through the Eyes of the International Media. Skills stressed include critical thinking, source evaluation, and informed debate within the context of a global perspective. Students are required to develop an informed, well-supported point of view as they investigate issues.

Social Problems – 1 semester, 1/2 credit; grades 10-12 elective

A study of human relationships is used to introduce the Social Problems course. Through this introduction, students gain an understanding of how and why people act and interact as they do. Specific social problems of interest to the students are then examined in depth, particularly as they relate to our nation and, as much as possible, to our community as well. Problems frequently addressed deal with crime, delinquency, the media's influence, gun control, AIDS and prejudice, and discrimination. Skills stressed include an examination of sources for biases and persuasive writing, debate and other critical thinking. Students are required to develop an informed, well-supported point of view as they investigate issues.

Psychology – 1 semester, 1/2 credit; grades 10-12 elective

Utilizing the perspective of the scientific method, psychology students examine the complexities of human behavior. Students are exposed to a variety of theories on numerous topics including: consciousness, learning, development, and psychological disorders. Throughout the course we will look at the nature-nurture debate and study both the biological and environmental basis of behavior.



Advanced Placement Psychology – 1 year, 1 credit; grade 11 or 12 elective*; prerequisite: Students enrolled in this course should be self-motivated with strong reading and note-taking skills.

This college-level general psychology course is recommended for highly motivated students with a serious interest in the field of psychology. The purpose of this course is to introduce students to the scientific study of behavior and mental processes. Students are exposed to the psychological facts, principles and phenomena associated with the major subfields within psychology. There are eighteen distinct units for intense study. These include: Psychological Research Methods, Biological Bases of Behavior, Sensation, Perception, States of Consciousness, Learning, Memory, Thinking and Language, Motivation, Emotion, Developmental Psychology, Personality, Intelligence, Abnormal Psychology, Therapy, Stress and Health, and Social Psychology. Higher order thinking skills will be commonly employed as students apply psychological principles to their own lives. Students will learn about the methods psychologists employ in their science and practice.



Advanced Placement United States History – 1 year, 1 credit; grade 11 or 12 elective*

The AP United States History course will provide an advanced, in-depth level of historical study for juniors and seniors beyond the freshman survey course. Content will include the breadth of U.S. History from European discovery and settlement through contemporary trends and events. In addition to the historical content that students will acquire, the AP U.S. History course will require students to analyze and interpret primary sources, including documents, maps, statistics, and pictorial and graphic evidence of historical events. The demands of this course are equivalent to those made by full year introductory college U.S. History courses.



Advanced Placement American Government – 1 year, 1 credit, grade 12 elective*; prerequisite: American Public Policy

AP Government is an intensive study of the American national government. The goals of this course are to increase understanding of the American political system, including its framework, traditions and values, and to help each student pass the AP examination. The course is concerned with the nature of the American political system, its development over the past 200 plus years, and how it continues to function into its third century. The principal processes and institutions through which the political system functions, as well as some of the public policies which these institutions implement, are studied in detail.

*Students may receive college credit for these courses by taking the Advanced Placement Test and having a college accept the test results.

TECHNICAL EDUCATION AND ENGINEERING

Students who have the following interests should consider taking courses offered by the Technical and Engineering Education department:

- Pursuing a high-paying career in a technical field, either in the building trades or in modern advanced manufacturing.
- Pursuing a high paying career in industrial design or engineering.
- Completing hands-on project-based experiences.
- Taking an idea from the very beginning to the end as a completed final product.

Technical Education and Engineering (Project Lead the Way®) offers a variety of courses, many of which do not have a prerequisite. Students may pick and choose the courses that interest them. It is however recommended that beginning students take Introduction to Engineering Design as it will lay the groundwork for many of the other courses.

For students interested in pursuing a career in Building Trades, Design and Manufacturing, or Design and Engineering, it is recommended they take all of the courses listed in the chart below for the career pathway of choice. The courses can be taken in any order.

Technical Education and Engineering Pathways		
Building Trades Pathway	Design and Manufacturing Pathway	Design and Engineering Pathway
<ul style="list-style-type: none"> ● Intro to Engineering Design (PLTW) ● Introduction to Woodworking and Construction Technology ● Cabinetmaking ● Light Building Construction* 	<ul style="list-style-type: none"> ● Intro to Engineering Design (PLTW) ● Introduction to Power and Manufacturing Technology** ● Metals** ● Think, Design, Make 	<ul style="list-style-type: none"> ● Intro to Engineering Design (PLTW) ● You Can Make Almost Anything ● Think, Design, Make ● Future Makers Capstone (LAUNCH)***
<p><i>* This course is offered as a single class at both East and West high schools. If you are interested in taking Light Building Construction through LAUNCH, this is held at Wauwatosa East only.</i></p> <p><i>** This course is offered only at West High School. If you attend East High School and are interested in taking this course, please see your counselor.</i></p> <p><i>***Future Makers Capstone is offered as a single class at both East and West high schools. If you are interested in taking Future Makers Capstone through LAUNCH, this is held at Wauwatosa West only.</i></p>		

TECHNICAL EDUCATION

Intro to Woodworking and Construction Technology – 1 semester, 1/2 credit; grades 9-12; prerequisite: none

In this course students will be introduced to cabinetmaking, carpentry, and basic carpentry processes and procedures. Additionally, during this “hands on” course, students will complete numerous projects related to the areas mentioned above while learning how to safely use woodworking hand tools and machinery as they explore the many facets of woodworking technology. Students who may be interested in a career in engineering or the building trades, such as construction, should consider taking this course. Safety glasses and closed toe shoes are required.

Intro to Power and Manufacturing Technology – 1 semester, 1/2 credit; grades 9-12; prerequisite: none, *See course selection note**

In this course students will be introduced to internal combustion engines (small engine repair), basic electricity, welding, precision machining, casting, and sheet metal fabrication. Additionally, in this “hands on” course, students will complete numerous projects related to the areas mentioned above while learning how to safely use hand tools and machinery as they explore the many facets of power and manufacturing technology. Students who may be interested in a career in the automotive industry, manufacturing, engineering, or who may have an interest in electricity or electronics should consider taking this course.

Cabinetmaking – 1 semester, 1/2 credit; grades 10-12; prerequisite: none

Cabinetmaking is designed for those students who have an interest in designing and building cabinets and furniture made from wood. This is a lab-oriented class. The cost will be dependent upon the complexity of your lab assignment, current raw material costs, and the amount of materials needed. Safety glasses and closed toe shoes are required.

Future Makers Capstone - 1 year, 1 credit; grades 11-12; prerequisite: consent of instructor

This course is for students who are interested in solving real-world problems using science, technology, engineering, and math fundamentals, with the emphasis on advanced manufacturing, entrepreneurship and innovation. All students will have hands-on, active-learning opportunities, featuring real-world projects focused on meeting the needs of one or more of the district’s business partners and/or the community at large. *This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 37.*

Light Building Construction – 1 semester, 1/2 credit; grades 10-12; prerequisite: none

The focus of this course is to expose students to the materials, tools, machines, and processes used in light building construction. Safe use of tools, materials, and machines in the construction industry are emphasized. Additionally, the course is designed to expose students to carpentry and other building trades along with the skills needed to construct structures from wood and other materials. Safety glasses and closed toe shoes are required. *This course is available to students either through the LAUNCH Program or as a regularly scheduled class. To find out more about the LAUNCH Program, please see page 37.*

Metals – 1 semester, 1/2 credit, grades 10-12, prerequisite: none - See *course selection note**

The focus of this course is to expose students to the materials, tools, machines, and processes used in various metal working careers. Students will explore three major areas: welding, machining and metal fabrication. This course is a hands-on, project-based class. The skills you will learn in this class, which include problem-solving and critical thinking, are highly desirable and can be used in future careers such as manufacturing, the building trades or engineering.

You Can Make (Almost) Anything- 1 semester, 1/2 credit, grades 9-12; prerequisite: none

The curriculum for this course will include a number of modular lessons that guide students through project-based learning experiences designed to have them work through a problem from inception to solution using STEAM (Science, Technology, Engineering, Art, and Math). Students will learn how to use a 3D modeling software program, how to use the design process to solve a problem, and how to use multiple pieces of digital equipment to create models and prototypes of the solutions they develop.

Think Design Make - 1 semester, 1/2 credit, grades 9-12; prerequisite: none

Students in this course will focus on using the engineering design process along with various pieces of digital equipment, such as 3D printers, laser engravers and computer-controlled machinery to develop a prototype of a viable consumer product. Once the prototype has been completed, students will design and develop the manufacturing processes needed to mass produce it. Finally, they will market, promote and sell the finished products.

** This course is offered only at West High School. If you attend East High School and are interested in taking this course, please see your counselor.*

PROJECT LEAD THE WAY® Engineering™

Project Lead the Way is a high school program that introduces students to the scope, rigor, and discipline of engineering before the students enter college. This is a four-year sequence of courses that is intended to be taken concurrently with traditional math and science courses. All students will benefit from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum whether or not they plan to pursue a career in engineering or science. All the classes integrate a project-based learning approach where students apply their learning through the completion of major projects.

Students involved in Project Lead the Way can take Introduction to Engineering Design in addition to any number of specialization courses. The PLTW engineering curriculum prepares students for two- or four-year college studies in engineering and engineering technology by exposing them to AP-level curriculum.

Introduction to Engineering Design™ (IED) – 1 year, 1 credit, grades 9-12; prerequisite: none

This course is appropriate for 9th-12th grade students who are interested in design and engineering. In this course students learn the design process, including how to solve open ended technical problems. There are a number of design projects in this course. IED is comparable to a first-year general engineering course taken by a college freshman.

Principles of Engineering™ (POE) – 1 year, 1 credit; grades 10-12; prerequisite: completion of geometry or concurrent enrollment recommended

This course is similar to a “Mechanical Engineering 101” course taught in college engineering. In POE students will work with simple and compound machines, as well as alternative and traditional energy sources. There are a variety of major design projects in this course. The principles learned in this class are applied across all fields of engineering.

Digital Electronics™ (DE) – 1 year, 1 credit; grades 10-12; prerequisite: completion of Algebra 2 or concurrent enrollment is recommended

Students do NOT need to take IED or POE prior to taking this course (although doing so will increase their likelihood of success). In this course students will work on designing digital circuits and assembling and soldering electronic circuits. Students will complete a variety of major design projects in DE. The principles learned in this class are applied across all fields of engineering.

Aerospace Engineering™ (AE) – 1 year, 1 credit; grades 10-12; prerequisite: completion of IED or concurrent enrollment is recommended

In this course students study the various aspects of flight, including its evolution and physics, as well as flight planning and navigation. Students will also focus on aerospace design. Students will complete a variety of major design projects in AE. If a student does not go on to studying Aerospace Engineering, this class reinforces the concepts of physics, fluid mechanics, and robotics which any engineer should learn. The principles learned in this class are applied across all fields of engineering.

THEATRE

Acting 1 – 1 semester, 1/2 credit; grades 9-12; prerequisite: none

This performance oriented, interdisciplinary course gives students the opportunity to develop basic skills in various areas of performance. In this class, students will begin their journey as a theatre artist/actor. Course content will focus on developing the student as an actor through ensemble work, partner and solo work, and other curricular aspects of foundational theatre skills.

Acting 2 – 1 semester, 1/2 credit; grades 9-12; prerequisite: Acting 1 or consent of instructor

This performance oriented, interdisciplinary course gives students the opportunity to expand their knowledge and skills as a performer. In this class, students will continue their journey as a theatre artist/actor. Course content will focus on refining the student's skills as an actor through ensemble work, partner and solo work, and other curricular aspects of theatre skills.

Theatre Production and Design 1 – 1 semester, 1/2 credit; grades 9-12; prerequisite: none

Theatre Production and Design 1 provides a detailed look at the technical aspects of producing a show. In this class, students will begin their journey as a theatre artist/technician. This course offers students a balance of academic work along with the important hands-on operation of technical theatre equipment. This course provides a complete introduction to the field of technical theatre.

Theatre Production and Design 2 – 1 semester, 1/2 credit; grades 9-12; prerequisite: Theatre Production and Design 1 or consent of instructor

Theatre Production and Design 2 provides a deeper look at the technical aspects of producing a show. In this class, students will continue their journey as a theatre artist/technician. This course offers students a balance of academic work along with the important hands-on operation of technical theatre equipment. This course provides students a chance to learn more about the field of technical theatre.

Independent Studies in Theatre – 1 semester, 1/2 credit; grades 9-12; prerequisite: Acting 1, Theatre Production and Design 1 and/or consent of instructor. Only offered 8th hour

This independent study course offers students additional work in Acting or Technical Theatre. All course work will be completed independently and submitted to the instructor.

Musical Theatre – 1 semester, 1/2 credit; grades 9-12; prerequisite: none. Course offered at West 2023-2024; Course offered every year at East

This performance oriented, interdisciplinary course provides an introduction to the musical theatre stage. In this class, students will begin their journey as a musical theatre artist/performer. Course content will focus on the development of foundational skills in singing, acting, and dancing.

Improvisation – 1 semester, 1/2 credit; grades 9-12; prerequisite: none. Course offered at West 2022-2023, every year at East.

This performance oriented, interdisciplinary course offers the novice a complete introduction to improvisation. In this class, students will learn how to give an unscripted response to an idea or situation. Students will innovate, create, and hone their skills at improvising scenes based on an audience suggestion. Students in Improvisation will participate in group activities and exercises that develop public speaking, problem-solving, and collaboration skills.

WORLD LANGUAGE

Learning a language can be a life-changing and eye-opening experience. Researchers have found that learning new languages supports academic achievement in all subject areas and that this benefit increases with every semester of world language study. In addition, language learning affects students' attitudes and beliefs about other cultures. More and more employers are seeking out language learners not just for their language skills but for their cultural awareness. More information on the benefits of language learning can be found at <https://www.actfl.org/advocacy>.

- All students can begin a world language at any point in their high school career.
- Students may also choose to take more than one language at a time.

In World Language courses, language is taught within the context of culture while incorporating authentic materials. The target language will be the predominant language used in the classroom by teachers.

The following modes of communication are the benchmarks for Spanish, German, and French:

- Interpretive: Students can demonstrate understanding of something they have heard or read.
- Presentational: Students can produce a written product or give a presentation in the target language.
- Interpersonal: Students can speak and write to others in the target language spontaneously.

French 1, German 1, Spanish 1 – 1 year, 1 credit; prerequisite: none

In Level 1, students begin to develop their interpretive, interpersonal and presentational skills in the target language. Students strive to achieve a beginner's level of competency by communicating regularly on familiar topics in both oral and written form. The emphasis is on becoming comfortable with the sounds and rhythms of the language. Students learn decoding skills in order to read short passages and stories. Students gain an appreciation of global cultures.

French 2, German 2, Spanish 2 – 1 year, 1 credit, prerequisite: Level 1

In Level 2, students continue to develop their language abilities through an ongoing emphasis on interpretive, interpersonal and presentational skills. Students improve their proficiency by communicating regularly on familiar topics in both the oral and written form. Students will apply basic decoding skills in order to read and listen to short passages and stories. Through using authentic texts, students will gain an appreciation of global culture and develop stronger interpretive skills.

French 3, German 3, Spanish 3 – 1 year, 1 credit, prerequisite: Level 2

In Level 3, students continue to develop their language skills through an ongoing emphasis on interpretive, interpersonal and presentational skills. Curriculum is designed to encourage students to utilize the target language both in and outside the classroom. Longer writing pieces will be expected and more rigorous reading selections will be examined. Through using authentic texts, students will gain an appreciation of global culture and develop stronger interpretive skills. At this point, students will have the skills to consider being part of an exchange/travel program.

French 4, German 4, Spanish 4 – 1 year, 1 credit, prerequisite: Level 3

In Level 4, students refine their abilities in interpersonal, interpretive and presentational skills. Speaking skills will allow for expanded discussions and spontaneous conversations. Given that the languages offered represent countries from a diverse and dynamic segment of the world community, the culture and traditions of these countries will be explored more in depth. Authentic resources will be examined to develop critical thinking and interpretive skills. Students will have the skills to consider being part of an exchange/travel program.

French 5, German 5, Spanish 5 – 1 year, 1 credit, prerequisite: Level 4

This is the first segment of a two-year program to prepare students for the AP Language and Culture Exam as well as university placement exams. In the Level 5 of World Language, students will refine their interpersonal, interpretive and presentational skills. Units of study are based on global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. This course emphasizes critical reading skills, and oral and written analysis of authentic materials. Grammar is taught and used in context. Advanced work challenges students to be more analytical and creative through assignments, real world applications and enrichment opportunities. Students who are successful in the fifth year of language study are encouraged to register for the sixth-year course in order to be fully prepared for placement exams and achieve an even higher level of proficiency.



AP French Language and Culture, AP German Language and Culture, AP Spanish Language and Culture – 1 year, 1 credit, prerequisite: Level 5

This course is designed to prepare students for the AP Language and Culture Exam as well as university placement exams. Students will refine their interpersonal, interpretive and presentational skills, while focusing on precision and fluency in writing and speaking. Units of study are based on global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. This course emphasizes critical interpretive skills as well as oral and written analysis of authentic materials. Grammar is taught and used in context. Advanced work challenges students to be more analytical, evaluative and creative through real world applications and opportunities.

Latin

Study of Latin sets the foundation for and reinforces reading and writing skills and provides cultural and historical context for Western civilization, philosophy, and culture.

Latin 1: Mythology and Culture – 1 year, 1 credit; prerequisite: none

Students will explore the roots of many cultures and languages as they explore stories of gods, heroes, and monsters written in Classical Latin. Students will develop foundational knowledge and skills in language, reading, reasoning, and culture. Students will practice the skills of living a self-examined life through an introduction to philosophical principles and conversations in order to help them be successful in future endeavors. This class is designed for students of any grade-level, experience, or skill-set who want to improve their skills for other classes or pursuits by learning in new ways through the study of an ancient language and culture.

Latin 2: Advanced Mythology and Culture – 1 year, 1 credit; prerequisite: Latin 1

Students will read ancient stories whose subject matter examines human nature and the human condition. They will hone their reading skills and acquire new language skills to appreciate the art of timeless stories and their storytellers. Students practice the skills of living a self-examined life by analyzing philosophical principles found in ancient Mediterranean cultures in order to be more successful in future endeavors.

Latin 3/4: Ancient Literature – 1 year, 1 credit; prerequisite: Latin 2/Latin 3

This course is a combined class on an alternating curriculum. In Latin 3 Students gain an introduction to the authentic literature written primarily by Ancient Roman and some Medieval European authors. Latin 4 students continue their study of ancient Latin literature and authors by reading different works and different themes from the previous year. Students will explore classical themes such as love, virtue, monsters, and more. They learn skills practiced by linguists, philosophers, and scientists—both natural and social. Students practice the skills of living a self-examined life by applying philosophical principles to their lives. They do this through discussion and analysis of cultural perspectives found in authentic ancient literature in order to be more successful in future endeavors.

TEACHING ASSISTANT

Teaching Assistant – 1 semester, 1/2 credit, grades 11-12

Typically taken by students with a desire to assist teachers and to support peers. Approval of Teacher, Administrator and School Counselor. A one-credit option is also available for students with approval. Students taking the course for credit will be graded pass/fail and it will not be counted in their GPA. Instructors may administer a final assessment to determine credit.

SUMMER SCHOOL COURSE OFFERINGS

Summer school courses will be finalized at a later date. The District website will be updated upon finalization of the course offerings.

HIGHER EDUCATION & COMMUNITY CONNECTIONS

CAREER-BASED LEARNING

Mentorship: One semester; ½ credit; grades 11-12; Prerequisite: None

Students will work on an individual basis with an adult/professional mentor to gain experience in a particular career interest area. An individual plan, developed by the student and mentor/supervisor, will structure and guide the experience. The mentor experience will require 40 hours in a workplace setting. The mentorship can occur over a summer and/or one semester, and will be unpaid. *NOTE: 1) The course is graded Pass/Fail; 2) The student will need to assist with seeking out a placement with one or more business / industry partners; 3) If/when necessary, to help meet the 40 hours, the mentorship coordinator and student may develop a plan to provide the student with critical experience in the specific career area. Students should speak with their counselor if they are interested in the mentorship program.

Please see the link below for more information on our mentorship program.

[Wauwatosa Mentorship Program](#)

Youth Apprenticeship: 1 year; ½ credit per semester; grades 11-12; Prerequisite: None

Youth Apprenticeship is the most formalized and structured work-based program offered. The Wauwatosa School District works with the Department of Workforce Development to coordinate and place students in an appropriate setting. The youth apprenticeship program coordinates academic education in the high school with occupational instruction and paid work-based learning. Students must take concurrent coursework to receive credit for a youth apprenticeship. *NOTE: 1) The course is graded Pass/Fail; 2) The student may need to assist with seeking out a placement with one or more business / industry partners; 3) You can access youth apprenticeship opportunities through *Inspire* (within Career Cruising). Students should speak with their counselor if they are interested in the youth apprenticeship program.

Please see the link below for more information on our youth apprenticeship program.

[Wauwatosa Youth Apprenticeship Program](#)

WORK INCENTIVE PROGRAM (Juniors and Seniors Only)

The purpose of this educational program is to provide an opportunity for high school students to obtain valuable work experience that will assist them in adjusting to the adult world of work and aid in clarifying their occupational goals through actual employment. The Work Incentive Program serves both the state mandate for "At-Risk Students" and the Education for Employment curriculum.

To be eligible for the program, the student will be at least in their third year of high school and be at least 16 years of age. The student will be enrolled in a minimum of five classes per semester, excluding the Work Incentive Program.

In order to qualify for the Work Incentive Program, the student must be referred by his/her counselor, have parental permission, meet criteria stated in eligibility paragraph above and must be employed.

Continued participation in the program and the awarding of credit will be determined by the coordinating counselor based on the completion of 250 hours of work experience per semester which is validated by the employer. One full credit will be awarded for each semester completed. Students in this program will be awarded a pass/fail grade.

EARLY COLLEGE CREDIT PROGRAM

The Early College Credit Program (ECCP) allows high school students (grades 9 through 12) to take post-secondary courses at a University of Wisconsin institution or a private, non-profit institution of higher education. Approved courses count for both high school credit and post-secondary credit. ECCP has replaced the Youth Options Program and Course Options Program. Technical colleges are no longer included in the new ECCP.

Things to know about ECCP replacing Course Options and Youth Options:

1. Deadlines for enrollment in any institution of higher education (IHE) will remain the same: **March 1** for students enrolling for a class in the fall and **October 1** for students enrolling for a class in the spring.
2. Under the ECCP, students will be able to take courses at an IHE in the summer.
3. On the ECCP application, pupils will indicate whether they will take the course for high school credit, postsecondary credit, or both. If the student receives only postsecondary credit for a course (no high school credit), the student's family is responsible for paying 25 percent of the tuition charge, unless that payment would pose an undue financial burden on the student's family.

NOTE: Any of the above details are subject to change based on school board policy or Wisconsin Department of Instruction provisions. *Students considering enrollment in ECCP should consult with a school counselor for more information.*

MILWAUKEE AREA TECHNICAL COLLEGE (MATC) HIGH SCHOOL CONTRACT OFFERINGS

The High School Contract Services Program provides vocational programs to high school age youth, minimum age 16, under contractual agreements between MATC and the Wauwatosa School District. The student enrolls in the High School Contract Services Program at the request of the student and parent, and approval of home school. It is recommended that only senior students apply for a program. The student continues to be enrolled in his/her high school and also receives high school credit for successfully completing the High School Contract Service Program. The student works with his/her school counselor to apply for these programs. Students who enroll are expected to follow MATC's calendar.

All course offerings are in vocational areas and are designed to enhance offerings within the individual high schools. Students attend the High School Contract Program two 50-minute periods daily (all classes are two periods in length) and are assigned to their district high school for the remainder of the school day. Students may also take two different offerings of classes at MATC that would create another time schedule. Vocational areas of study presently available to high school contract students are automotive, construction, metal trades, and service occupations. For many of the courses offered, students who demonstrate good work habits and achievement receive a certificate of completion and a recommendation from MATC for employment.

Some course offerings available to Wauwatosa students follow. See your counselor for various other course offerings. You will register for the course "Auto MATC PM" and the options listed after "Automotive" will be determined after you are registered and space availability is determined.

Auto MATC PM – 1 year, 2 credits; grades 11-12

AUTOMOTIVE

Automotive Electrical and Fuel Systems – The student is provided with related and practical experience, designed to serve as an introduction to automotive tune-up and auto chassis service. A study is made of information necessary for the development of skills and knowledge associated with the automobile ignition, starting, charging and fuel systems, front-end suspension and alignment, and brake systems. The service work is done on automotive engines and chassis components, mock-ups, and simulators and is primarily a bench shop. It is helpful for the student to have completed Auto Engine Shop.

Automobile Chassis – This course is designed to develop an understanding of the automotive minor service areas such as wheel alignment, wheel balance, tire servicing, brake systems, lubrication, cooling systems, and exhaust systems. Students have the opportunity to service automobiles that are scheduled into the school shop for repair and servicing.

MATC HIGH SCHOOL PROGRAM FOR STUDENTS AT RISK

(118.15) Available to students who meet the state definition of a student-at-risk, are at least 16 years of age and who, along with their parents, request admission to this program. Strict attendance requirements are in effect for this program.

For more information about any MATC program see your school counselor



The Wauwatosa School District does not discriminate in admissions to any school, class, program, or activity on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by state or federal law.