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Course Description Guide 2022-2023

Dodgeville High School

Course Offerings 2022-2023

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Educational Equity & Non-Discrimination

It is the policy of the Dodgeville School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status or disability in its educational programs, activities or employment policies as required by Title IX of the Education Amendments of 1972 and the regulations there under not to discriminate in such a manner.

Introduction

This handbook is a guide for describing courses that are offered to Dodgeville High School students. Also included is information about graduation requirements and program opportunities. Use this handbook to develop the best course of study possible during your high school career. What you choose to study now will prepare you to meet your college and career goals. The proper selection of classes by the student is of utmost importance and the student should seek the advice of parents, their counselor, and teachers. Students should find out the entrance requirements of a particular college/university or occupation they plan to pursue.

Each department has a flow chart and course descriptions that contain information on the following:

- Prerequisites, requirements, and grade levels
- Fees and course materials
- Credits and term/semester offerings
- College credits, certificates, and career clusters/pathway preparations
- Symbols for foundational and required courses

Academic and Career Plans (ACP)

Dodgeville High School staff members provide Academic and Career Plan (ACP) programming to all students in grades 9-12. Students will connect their strengths and interests to potential careers and compare post-secondary options to find the best fit for their personal goals. Our goal is that every student will graduate prepared for college and/or their career.

Without effective planning, students may encounter hurdles and detours to their goals. Academic and Career Plans will enable students to invest planning time now so they can make informed choices about their future. This will increase students' abilities to adapt to challenges and opportunities. Programming efforts will honor all post-secondary routes to achieve students' goals, whether it is college, the military, short-term training, or entering the workforce. Each student will have a unique and personalized ACP and be empowered to take charge of their personalized journey to successful lives. Academic and Career Plan programming will consist of the following:

- Exploration and personal reflection upon interests, strengths, work values and goals
- Engagement in career exploration opportunities both in and out of school, such as career interest inventories, job shadows, College & Career Fairs, job interviews, college visits, and guest speakers
- Effective academic planning and goal setting, incorporating coursework choices and career paths

Towards these efforts, Dodgeville High School is utilizing Xello (formerly Career Cruising), which is a career exploration and planning software system. Each student has a personal account and has access to this Internet-based system from home or school. Dodgeville High School's ACP programming will be reviewed and continuously updated. We take pride in equipping students and families with the tools necessary to make informed choices about postsecondary education and training as it leads to planning for satisfying careers and a productive life.

Dropping or Adding a Course

A considerable amount of time, effort, and planning goes into the preparation of our master schedule and individual student programs. Students are advised to carefully consider their course options prior to registration. These selections determine the types of courses offered, staffing levels, and the space available in each section. Please read the description for courses in this guide before choosing courses.

Once schedules are distributed, there are no guarantees that changes will be possible. Changes will **NOT** be made to accommodate preferences such as teacher choices or lunch with friends. There must be a compelling reason for the change to take place. There must be evidence that multiple attempts were made to resolve issues before dropping. Course drop/add requests must be initiated in the Counseling Office and utilize the Drop/Add Request Form (green sheet). This form is intended to encourage conversations about the best available option for a student's Academic & Career Plan while also including the student, counselor, parent, and teachers in the process. Guidelines for change considerations are as follows:

- Meeting graduation requirements (Seniors Only)
- Meeting college admission requirements (Juniors and Seniors)
- Academic & Career Plans requirements (Juniors and Seniors)
- Scheduling errors (Freshmen through Seniors)
- Failing/repeating a class (Freshmen through Seniors)

Students are not permitted to drop or add courses after the first week of each term without penalty. Students who drop classes after the first week will receive an "F" grade on their transcript for the course. The high school principal may, in extenuating situations, give approval for schedule changes not covered under the guidelines. The final decision on all schedule changes rests with the principal.

Note: Once seniors have applied to a college/university, they must contact the college/university directly to receive approval for any schedule changes.

Graduation Requirements

Students are expected to take the equivalent of four 90-minute classes each nine-week term. The requirements are grounded in the District's curriculum and state law requirements applicable to granting a high school diploma. The Dodgeville Board of Education approved the following graduation requirements:

- 4 Credits of English
- 3 Credits of Social Studies (to include Government and the High School Civics Test)
- 3 Credits of Math
- 3 Credits of Science
- 2 Credits of Physical Education (credits must be earned over 3 separate years)
- .5 Credit of Health
- .5 Credit of Personal Finance
- 1 Credit of Dodger Core
- A minimum of 11 elective credits for an overall total of twenty-eight (28) credits

Students are permitted to retake courses if they received a failing grade or if approval is granted by the principal. Both grades will be listed on the student's transcript and factored into their GPA.

College Entrance Requirements

Students planning to further their education beyond high school must assume responsibility for meeting entrance requirements for the institutions being considered. It is wise to check these requirements periodically with your school counselor and the college or university of choice to make sure you have the required credits for graduation and post-secondary planning.

Early Graduation

The Dodgeville Board of Education is committed to providing a comprehensive educational program for its students. It views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas and social growth and maturity. Only in unusual or extenuating circumstances should a student forego the opportunities available during the eighth semester. If, however, a student wishes to graduate early, they must:

- Have completed seven semesters of high school attendance
- Satisfy all of the requirements of a four-year graduate
- Be qualified by virtue of extenuating circumstances

If students meet these requirements, they must:

- Submit a written request for early graduation to the high school principal, preferably during the sixth semester, but no later than October 1 of the seventh semester. The request must contain a statement of endorsement and the signatures of parent(s)/legal guardian(s) and must clearly express the reason(s) for the request.
- Engage in a conference with the counselor to consider all aspects of the request and the student's eligibility for graduation. Teachers may be involved in the process.
- Engage in a conference with the counselor, principal and his/her parent(s)/legal guardian(s). All of the information regarding the request for early graduation is thoroughly evaluated and discussed during this conference. If a consensus is reached, the request will either be dropped or submitted to the district administrator to be placed on a board meeting agenda in a timely manner.
- Attend a school board meeting with their parents/legal guardian(s) to answer any questions regarding the request for early graduation. The Board will act on the request.

The decision of the Dodgeville Board of Education will be put in writing by the high school principal/counselor and sent to the parent(s)/legal guardian(s) and to the student. If early graduation is approved, the student may participate in commencement exercises on the same basis as other graduates. Students who do not participate in commencement will receive their diploma as soon as possible after commencement.

Grade Level Advancement

In order to meet the credit requirements for graduation and provide flexibility in student-selected courses, credit requirements have been established for grade level placement. Guidelines for minimum credits earned and grade level classification are as follows:

Classification	Minimum Credits Earned
Sophomore	7
Junior	14
Senior	20

Determination of grade level placement will be made prior to the first day of school. Students who do not meet the credit requirements for grade advancement will remain in the same grade level the following year. Reclassification, per request, can be done between semesters provided credit requirements and all appropriate testing has been completed. At the end of the second semester of each school year, parent(s)/guardian(s) will be notified, by the school counseling office, if a student is not meeting grade level requirements. Advisement to participate in SEEING FORWARD Independent Learning during the school year or summer will be encouraged for credit recovery.

Students who fail to advance to the next grade will be affected in terms of such things as yearbook photo, class offices, class activities, student council, homecoming and prom participation that related to class standing and possibly others. Students impacted by grade level advancement due to extenuating circumstances (e.g., long-term illness, disability, family catastrophe, etc.) may request an exception to these procedures. Exception requests will be decided by the Principal. If the parent(s)/guardian(s) reject the decision of the Principal on grade level placement, they may appeal this decision to the District Administrator.

Registration Procedures

The Counselors and Teachers will:

- Explain course choices at the end of each term and answer questions anytime
- Distribute course description guides and registration forms
- Review graduation requirements
- Help students develop a schedule based on their Academic and Career Plans

Parents will:

- Review the plan for their student, concur or make changes
- Sign the plan indicating parental approval
- Regularly review student progress toward graduation requirements

Students will:

- Talk to counselors, at minimum, annually to develop and update their Academic and Career Plan
- Ask questions about courses and course planning prior to registration completion
- Select courses with Academic & Career Plans in mind
- Indicate alternate choices in the event that a course is not available
- Maintain an up to date course planner in Infinite Campus
- Return registration forms to the school counselor by the established deadlines
- Regularly review progress toward graduation requirements

Note: Any student who does not submit course selection options by the established deadlines will have a standard schedule selected for them.

Transfer Procedures

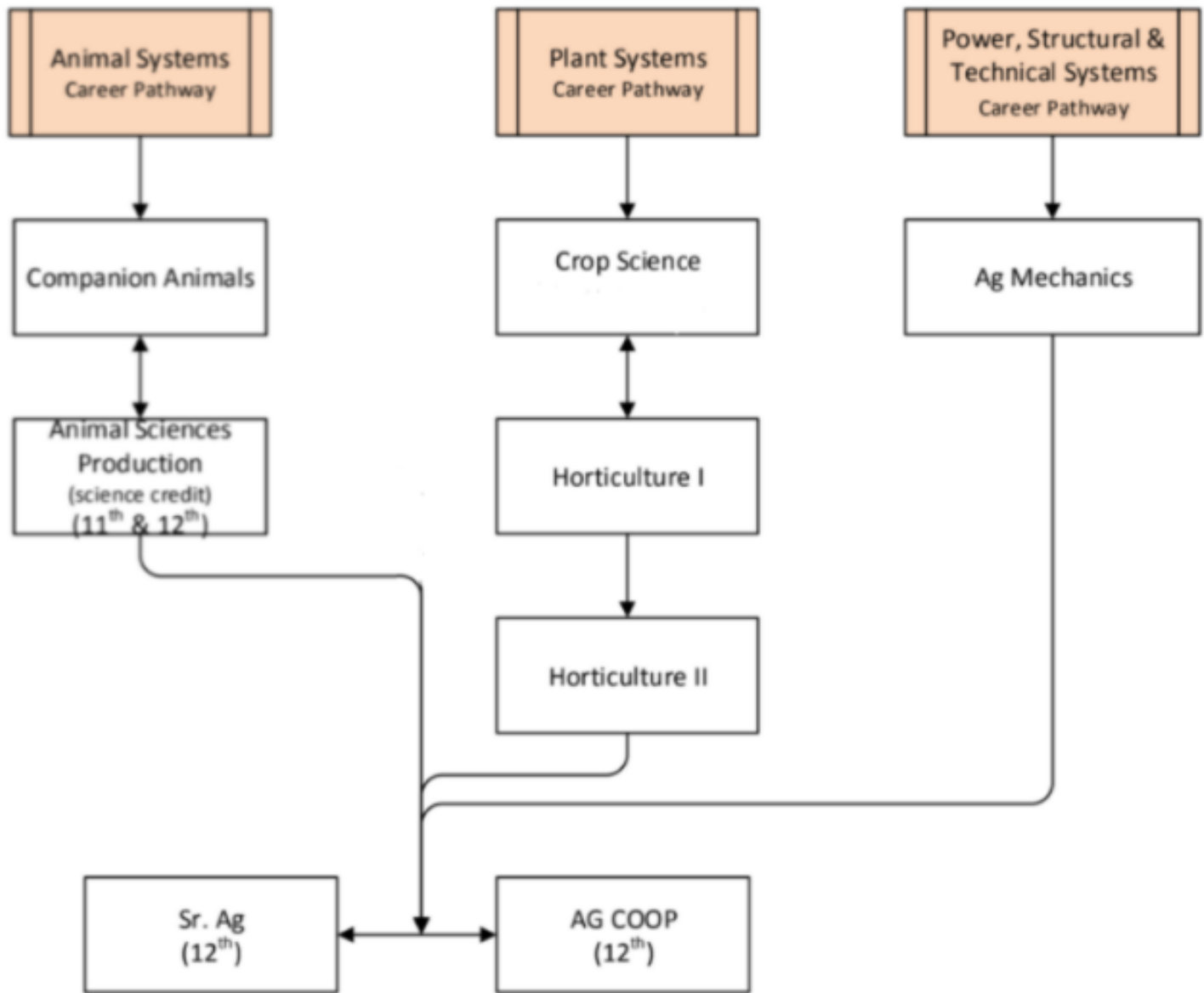
Transcripts are individually evaluated for students transferring to Dodgeville High School. Graduation credits can be pro-rated for students who transfer from schools requiring less than 28 credits for graduation. Guidelines for considerations are as follows:

- Number of semesters the student will be in attendance at DHS
- Meeting DHS course load requirement of four classes per term
- Previous school's graduation requirements and available class periods
- Previous progress toward meeting graduation requirements
- Meeting minimum state graduation requirements
- Balance course sequencing between schools to meet academic and career goals

Dodger Core

- Dodger Core is designed to support students as they explore their post-secondary interests over the course of 4 years in the following topics:
 - **Xello**
 - Wisconsin Statute [115.28\(59\)](#), ensures that, beginning in the 2017-18 school year, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district and that DPI will procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.
 - The state chose Xello for us to use to provide ACP implementation.
 - **Core Abilities**
 - Designated time to intentionally teach what it means...
 - To Achieve, To Care, To Thrive, To Serve, To Collaborate
 - **Social Emotional Learning strategies**
 - By studying social and emotional learning, students are better able to:
 - Handle mental health challenges more successfully
 - Adapt to unforeseen changes
 - Manage teen stress (school, friends, family, etc.)
 - Solve problems more efficiently
 - Increased success with academics
 - Summary - when I feel better about myself, I do better in school.
 - SEL encourages students to better understand themselves which supports Emotional Development and gives them tools to navigate through and thrive in the world, living successful lives.
 - According to our emotion management self-assessment:
 - Mindfulness skills - help you stay calm in difficult situations
 - 25% of students try to avoid their emotions by sleeping, socializing, or immersing themselves in other things that take them away from their feelings.
 - Emotion regulation skills - help you manage out-of-control emotions.

- 24% of students find themselves having painful emotions because they think about things that have happened in the past or might happen in the future.
 - Distress tolerance skills - help reduce the pain of intense emotions.
 - 23% of students frequently try to avoid things that make them feel uncomfortable.
 - Interpersonal effectiveness skills - help you get along with family and friends.
 - 18% of students tend to be more passive in communicating with others (example: I don't stick up for myself or I just go with the flow because of others).
- **ACT Suite Preparation**
 - Intentional time devoted to teaching students the skills and strategies to be successful on standardized assessments such as the ACT Suite.
- ¼ credit course repeated each year
- Pass - Fail
- 1 credit required for graduation
 - Class of 2022- ¼ credit; Class of 2023- ½ credit; Class of 2024- ¾ credit; Class of 2025- 1 credit



Note
 Ag Business Career Pathway courses can be taken as a combination of any Ag and Business classes

Agriculture Sciences



Animal Systems Career Pathway

Companion Animals

Grades 9-12 .5 Credit

People use animals for food, fiber, pets, and transportation. Size, shape, and color play an important role in helping animal caregivers provide an adequate environment for nontraditional livestock and pets. Through hands-on opportunities we will discuss the proper care and management necessary to maintain animals that are out of the ordinary.

Animal Science Production

Grades 10-12 1 Credit

Cows, sows, ewes, and hens all contribute to America's animal agriculture. We will explore traditional animal agriculture, discuss production and management practices, and develop networking skills in the community as they pertain to agriculture. (Students will be awarded Science credit.)

Plant Systems Career Pathway

Crop Science

Grades 9-12 .5 Credit

Thousands of people are involved in the crop science industry. Some producers excel at growing crops while others test the soil, monitor pests and evaluate the yield. Crop science will explain the debate, biotechnology, and address proper planting procedures - harvesting, handling & storage.

Horticulture I

Grades 9-12 .5 Credit

Horticulture is the fastest growing field in agriculture. Landscaping, plant selection, floriculture, garden designs, and equipment operations are the main topics covered in this course.

Horticulture II

Prerequisite: Horticulture I

Grades 9-12 .5 Credit

To follow-up with some of the topics covered in Horticulture I, we will continue with more in-depth design projects and theories. We hope to explore the mechanics behind the golf course industry and study some of the management practices used in the sports industries.

Power, Structural, and Technical Systems Career Pathway

Ag Mechanics

Materials: Students may be asked to bring a small engine to class to take apart and reassemble.

Grades 11-12 .5 Credit

Tractors and farm equipment have more computers to use in the fields than most vehicles on the road. Technology has taken the Ag mechanics field by storm. Today's students need to be prepared to operate and maintain a GPS unit, download yield monitors, understand the physics behind hydraulics and engines and finance their purchases.

Advanced Courses

Senior Agriculture

Grade 12 1 Credit

Seniors will complete their agriculture education by focusing on issues in business, law, and mechanics. Students will also apply their expertise to career development events and pursue local resource development. Local resource development will allow students to gain experience in city, county and state government issues. All seniors will be required to complete a capstone project. They will be asked to design their own agriculture business. The project will require a business plan, marketing strategy, budget and scaled model of the proposal.

Ag Cooperative Learning

Requirement: Students and parents are required to attend a meeting in August prior to starting the school year. They are also expected to have job prospects lined up at that time.

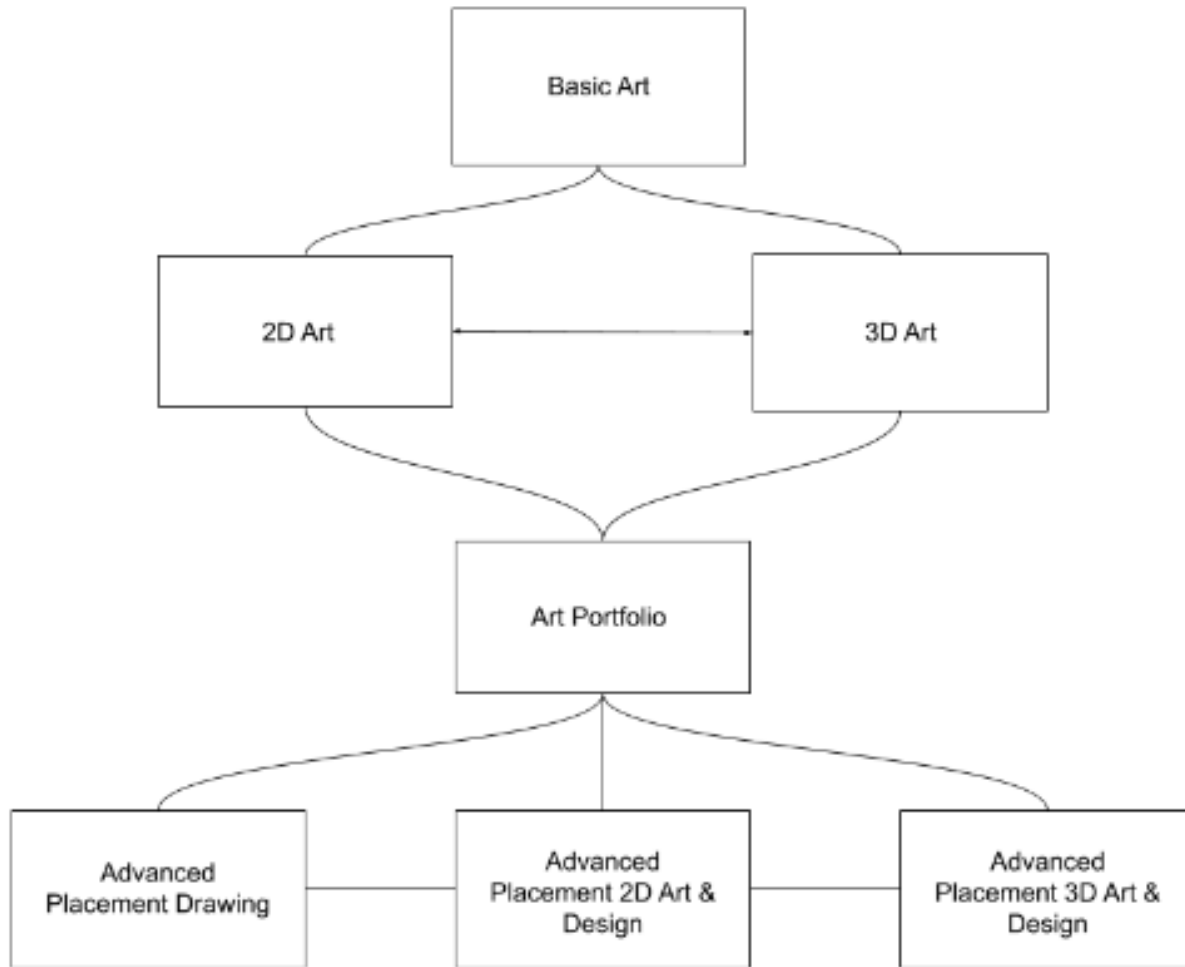
Grades 11 and 12 (repeatable) 1-4 terms .75 Credit per term

Requirements: Education Training Agreement Form signed by parents/guardians, student, and employers

Traditionally this has been called "Work Release." Students must find a job in the community in the agriculture field. They will have the opportunity to gain real experience in industry and develop their employability skills. Expectations and objectives are based on the DPI Cooperative Skills Program. Students will also complete a portfolio documenting their performance and growth in the school to work program.

Note: Work towards an Employability Skills Certificate may be an alternative work-study option. See your School Counselor or the Co-op Teacher for more information.

Art



Art

Basic Art

Grades 9-12 1 Credit

This introductory course teaches art fundamentals in 2 dimensional art such as drawing, color theory, and design. It will also cover basics in 3 dimensional designs. Students will work with a variety of art mediums such as pencil, painting, Clay, and paper mache. Subjects include perspective/shading techniques, landscape, still life, life drawing, and non-representational design. It will cover clay, relief sculpture, and abstract sculpture. The course will incorporate art history and studies of artists. The students will be engaged in reading, writing and reflecting on their own thinking process and problem solving as well as others artwork. The main goal of this course is to establish knowledge, skill, and sensitivity to the basic components of art.

2D Art

Prerequisite: Basic Art

Grades 9-12 1 Credit

This course continues the exploration of color, drawing, and design. Students will be working in the Studio Habits and gaining more voice and choice in creating original artwork. The course also incorporates art history and understanding how art is integrated in society. Students will be engaged in reading, writing, and reflecting on their own thinking process and problem solving as well as others artwork. The main goal of this course is to advance the skill and knowledge the student has in art and work towards mastery levels.

3D Art

Prerequisite: Basic Art

Grades 9-12 1 Credit

This course continues the exploration of three dimensional art constructions. Students work with a variety of mediums and construction techniques to create original sculptures. Students also develop knowledge and skill in areas such as art metals, ceramics, paper Mache, upcycled art, kinetic art, and other. The course will incorporate art history and study of artists and cultures. The main goal of this course is to broaden the exposure of space and form, presenting new avenues to the student for self-expression and fundamental growth in art.

Art Portfolio

Prerequisite: Successful completion of Basic Art, 2D Art OR 3D Art

Grades 10-12 (repeatable) 1 Credit

This course allows students to pursue areas of interest in art to a level of mastery. They will develop a portfolio of artwork, engage in critiques, and create a personal artist statement. They will study master artists and relate their work to their own developing style. Students will showcase their portfolio of work in an end of the year exhibit. The work produced in this course can be applied to the AP Course.

Advanced Placement Drawing

Prerequisite: Successful completion of Basic, 2 D Art, and Art Portfolio (Recommended grade of B or higher)

Grades 11-12 1 Credit

This course is organized around the structure of the AP Drawing course. This is a semester-long course emphasizing the creation of original artwork suitable for submission to the College Board, in May, for possible college credit. The student will complete a sustained investigation based on an inquiry statement they develop. Students are required to complete summer research and participate in group analysis of their work and peers. Students will constructively write about their process of learning and idea development. A completed portfolio of work is required regardless if the student submits it to the Advanced Placement Board.

Advanced Placement 2D Art and Design

*Prerequisite: Successful completion of Basic Art, 2D Art, and Art Portfolio
(Recommended grade of B or higher)*

Grades 11-12 1 Credit

This course is organized around the structure of AP 2D Art and Design course. This is a semester-long course emphasizing the creation of original artwork suitable for submission to the College Board, in May, for possible college credit. The student will complete a sustained investigation based on an inquiry statement they develop. Students are required to complete summer research and participate in group analysis of their work and peers. Students will constructively write about their process of learning and idea development. A completed portfolio of work is required regardless if the student submits it to the Advanced Placement Board.

Advanced Placement 3D Art and Design

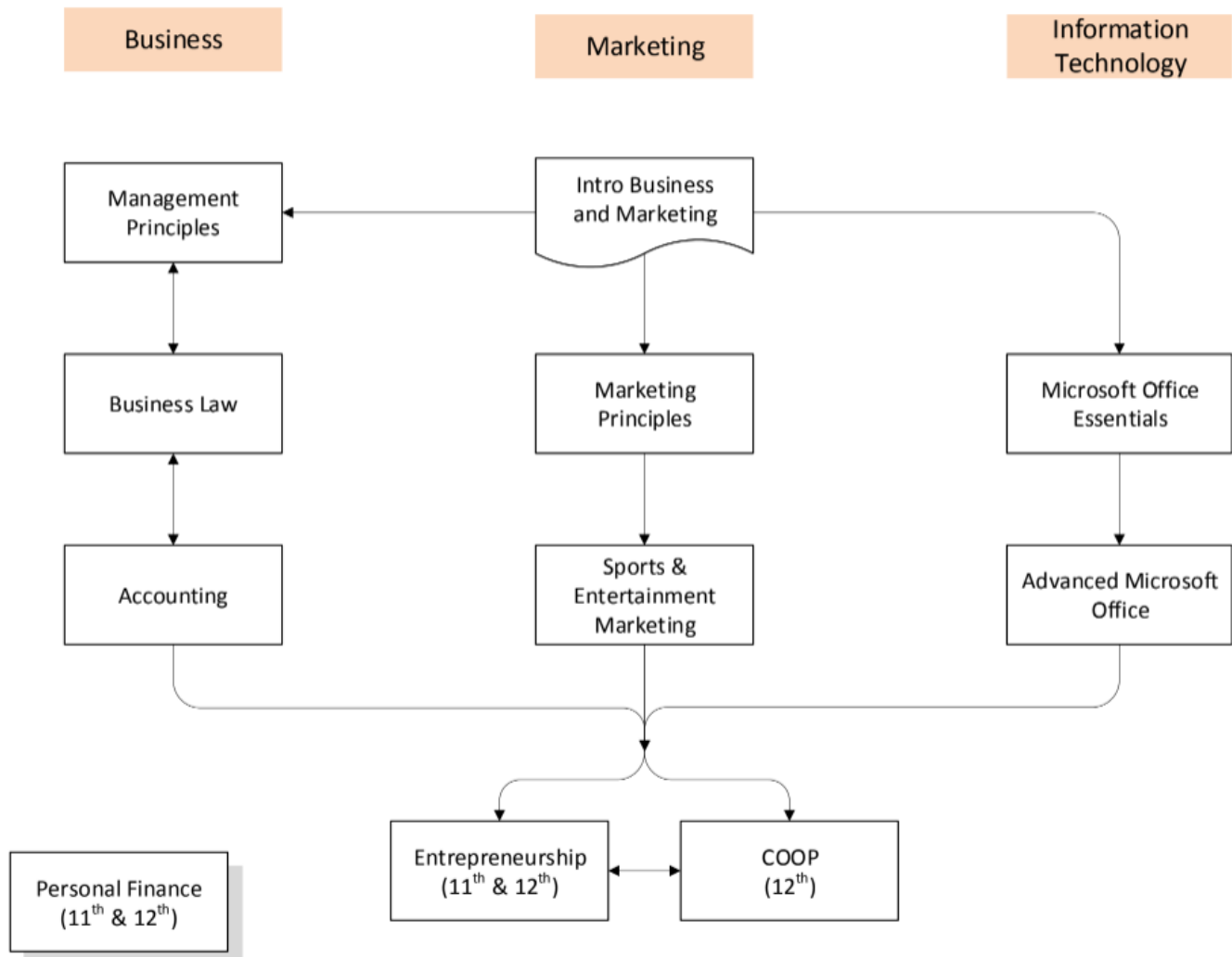
*Prerequisite: Successful completion of Basic Art, 3D Art, and Art Portfolio
(Recommended grade of B or higher)*

Grades 11-12 1 Credit

This course is organized around the structure of the AP 3D ART and Design course. This is a semester-long course emphasizing the creation of original artwork suitable for submission to the College Board, in May, for possible college credit. The student will complete a sustained investigation based on an inquiry statement they develop. Students are required to complete summer research and participate in group analysis of their work and peers. Students will constructively write about their process of learning and idea development. A completed portfolio of work is required regardless if the student submits it to the Advanced Placement Board.



Business, Marketing, and Information Technology



Introduction to Business & Marketing

Grades 9–12 .5 Credit

Introduction to Business and Marketing will provide you with an overview of business enterprise in the American economy. The class will focus on inter-relationships between business functions and the economy by examining such topics as ownership forms, marketing, management, the legal environment of business, management of information systems, economics, financial analysis and strategies, business organization, human resources management, marketing, operations, strategic management and accounting concepts. You will have a chance to develop a business analysis report, conduct an environmental scan of the local business community, and engage in a marketing project in which you develop a new product.

Personal Finance

Grades 11-12 .5 Credit

Personal Finance will develop your understanding and financial skills and strategies in banking and financial services, saving and investing strategies, borrowing, taxes, credit, budgeting, major purchases, as well as economic influences on consumer decision making. Throughout the course, you will engage in real-world problem solving situations and projects to gain experience with decisions you will make throughout your life.

Information Technology Pathway

Microsoft Office

Prerequisite: Introduction to Business and Marketing

Grades 9-12 1 Credit

Technology is a part of our everyday lives. In today's world, it becomes more and more essential to become well-versed in a wide variety of computer applications. This class will help you develop skills that will prepare you for college and your future career. Real world projects presented in an exercise-oriented approach will foster “learning by doing” and help students make a connection between content material and real life applications of their skills. This course is designed to provide you with a workable knowledge of Microsoft Office Suite - focusing on Word, Excel, and PowerPoint. You will have the opportunity to take a Microsoft Certification exam at the end of the course.

Advanced Microsoft Office

Prerequisite: Microsoft Office

Grades 9-12 .5 Credit

The goal of this course is to provide you with opportunities to enhance their computer technology, decision-making, productivity, communications, and problem-solving skills. You will develop skills to help navigate and adjust to changing technology that is integral for college and career success. The advanced features of the Microsoft Office Suite, Adobe Creative Suite and other online collaborative software packages will be explored. You will have the opportunity to take a Microsoft Office Suite and/or Adobe Creative Suite certification exam at the end of the course.

Marketing Pathway

Marketing Principles

Prerequisite: Introduction to Business and Marketing

Grades 9-12 .5 Credit

Marketing Strategies will build on concepts covered in Introduction to Business and Marketing. You will get a comprehensive overview of product development, consumer behavior, marketing communications, market research, pricing and distribution strategies, and learn more about public relations and promotion. Topics include the four “Ps” - price, product, promotion, and place, as well as marketing mix, buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Sports & Entertainment Marketing

Prerequisite: Introduction Business and Marketing

Grades 9-12 .5 Credit

Turn on the television and you're likely to see a sporting event, an athlete trying to sell a product or brand, and/or the Grammy Awards. Sports & Entertainment Marketing is a multibillion-dollar industry. The sports industry has brought together sports and corporate America to create a dynamic partnership. Units of study include how sports and entertainment (S & E) businesses use sponsorship, the four P's of marketing related to the S & E industry, fan fun event planning, public relations, advertising, and social media marketing. You will write a promotional marketing plan for a company/organization that falls within Sports & Entertainment Marketing.

Business Pathway

Management Principles

Prerequisite: Introduction Business and Marketing

Grades 9-12 .5 Credit

Principles of Management is designed to help students understand the major functions of management (planning, organizing, leading, and controlling) and the significance of each function in relationship to the existence of the company. This course describes how companies use management to set and accomplish goals through individuals, groups, and other types of resources. It also analyzes communication and ethics in the organization.

Business Law

Prerequisite: Introduction Business and Marketing

Grades 11-12 .5 Credit

Southwest Tech Credits Available

What are your rights and responsibilities as a minor, adult, and as a citizen, consumer and employee? In this class, you will be introduced to the legal system and focus on rights and problems encountered in the business world. Throughout the course, you'll learn to interpret and apply legal principles through case study to business and personal situations.

Accounting I

Prerequisite: Introduction Business and Marketing

Grades 10-12 1 Credit

This course is designed to introduce you to the field of accounting. You will work through the financial accounting cycle and payroll for a sole proprietorship. Career opportunities will be explored to see what the future holds for the accounting profession. This class provides a combination of manual accounting systems and computerized activities using QuickBooks and Microsoft Excel. This course is a must for any student planning to major in business or marketing!

Advanced Courses

Entrepreneurship

Prerequisite: Two or more Business, Marketing, or Info Tech Courses

Grades 11-12 .5 Credit

Whether you want to start your own money-making business or create a non-profit to help others, this class will help you develop the skills and understand the fundamentals that you'll need to launch a successful entrepreneurial venture. You'll learn the importance of thinking outside the box when coming up with new business concepts, conduct market research, get business plan basics, determine how to attract investors, market your business, and manage expenses. Throughout the class, you'll profile entrepreneurs (from the famous to the local) who have turned their ideas into reality.



Southwest Wisconsin Technical College

Business & Marketing Co-op

Prerequisite: Two or more Business, Marketing, or Info Tech Courses

Requirement: Students and parents are required to attend a meeting in August prior to starting the school year. They are also expected to have job prospects lined up at that time. Expectations and objectives are based on the DPI Cooperative Skills Program. Overall attendance will also be a consideration for acceptance. Education Training Agreement Form signed by parents/guardians, student, and employers

Grades 11 & 12 (repeatable) 1.5/3.0 Credits

Classroom: Students will participate in the classroom portion of the program in conjunction with work experience. Student will meet face to face with a teacher during the first few months of the class and then transition to online coursework. These face to face meetings and online assignment will continue throughout the year. Units will introduce, develop, and reinforce the students' knowledge and skills needed to be successful in obtaining a job and furthering their career. Topics covered include, but are not limited to: communication skills, safety at work, labor laws, job attitudes and responsibilities, job sources and searches, applications, cover letters/resume writing, interviewing skills, business and work place etiquette, time management, stress management, and budgeting.

Work Experience: Students will participate in this course in conjunction with the classroom course. The program will begin with classroom training that will transition into release from school for work experience. Students may be released up to two blocks. This opportunity allows college-bound and career –minded students to experience training with a business in the area. Student will earn a wage (minimum or higher) while learning from skilled professionals. Release time will be determined by job placement and academic schedule requirements. Students must commit to working at their place of employment for the entire school year. To earn full credit students will need to work a minimum of 480 hours.

Note: Work towards an Employability Skills Certificate may be an alternative work-study option. See your School Counselor or the Co-op Teacher for more information.

Independent Study: Yearbook

Grades 10-12 (repeatable) 1 Credit

In this 21st century, cross curricular, project-based class, students will work collaboratively by using technology such as digital cameras, photo editing software and Adobe InDesign or online design software to digitally produce a yearbook. Students use writing skills, communication skills and creativity to tell the story of the school community and peers in an engaging way. Students demonstrate knowledge of graphic design and think creatively when organizing information within the yearbook. In this college and career ready course, students think critically to meet deadlines, track to goals, and utilize multimedia to market and disseminate information that aligns with and models an actual business.

Economics



Economics

Economics

Grades 11-12 1 Credit

This course will expose students to beginning level economics. This course will develop personal consumer economic skills and enhance knowledge of societal and governmental responsibilities. Emphasis is put on economic concepts, institutions and issues at the national level. Many college degrees require some form of economics.

ENGLISH

Choose 1 composition
Teacher recommendation provided

Grade 9	Grade 10	Grade 11	Grade 12
English 9	<ul style="list-style-type: none">● Composition● Advanced Composition● Honors 10	<ul style="list-style-type: none">● Tech Writing● Rhetoric● Lang● Lit	<ul style="list-style-type: none">● Tech Writing● Rhetoric● Lit● Lang

AND

Choose 1 literature
Teacher recommendation provided

Grade 9	Grade 10	Grades 11-12
English 9	<ul style="list-style-type: none">● Exploring Lit● World/ Multicultural Lit● Honors 10	<ul style="list-style-type: none">● Short Work● American Lit● Brit Lit● Nonfiction● Lit/Lang

English

DHS Graduation Requirement: Four credits of English including English 9 and three terms of composition and three terms of literature.

UW Systems Admissions: Four credits of English are required for UW Systems admissions, including composition, literature and rhetoric. Several campuses require at least three credits in composition and literature. Most regular and advanced courses are accepted. Courses not accepted tend to be those emphasizing applied skills, performance or technical production.

Courses that include both composition and literature

English 9

Grade 9 1 Credit

English 9 provides students a foundation for high school English by reviewing and practicing grammar, mechanics, literary terminology, and reading strategies, as well as the writing process. Students expand discussion and analysis skills and vocabulary using nonfiction and fiction texts, including short stories, poetry, the epic poem, novels, and a Shakespeare play. Writing techniques include personal narrative, informational, and persuasive, with research required.

Honors English 10

Prerequisite: English 9 (Recommended grade of B or better)

Grade 10 1 Credit

Honors English 10 will complete some key assignments for English 10, however, assignments and discussions will be added that directly prepare students for the rigorous nature of the AP English courses. Additional essays will be assigned that are direct preparation for the college-level writing of the AP English courses. Students should expect a substantial amount of out-of-school independent work. Preparatory pre-semester reading and metacognitive writing is required. Students with a strong desire to attend a four-year college should strongly consider this course.

AP Language & Composition

Prerequisite: Honors English 10 OR Rhetorical Analysis & Argumentation (Recommended grade of B or better)

Grades 11-12 1 Credit

Advanced Placement Language and Composition examines how writers use language with a strong emphasis on non-fiction reading assignments. Close reading and extensive discussions of essays are the primary basis of classroom discussion. Some fiction is read and discussed. Students are expected to complete readings out of class. A series of college level essays, similar to those assigned in college composition courses, will be required throughout the semester. In-class and out-of-class writings will prepare students for the rigors of college level writing and the AP exam in May. This course is the single, best course to prepare for the expectations of college level writing. The English Department and the national AP office recommend taking this course before AP Literature and Composition.



AP Literature & Composition

Prerequisite: AP Language & Composition, Honors English 10, OR Rhetorical Analysis & Argumentation (Recommended grade of B or better)

Grades 11-12 1 Credit

Advanced Placement Literature and Composition explores a sampling of key pieces of literature in these four genres: poetry, drama, the short story, and the novel. Close reading of these texts will be analyzed through extensive class discussion. Students must complete readings out-of-class. A series of college level essays will be written throughout the course as students prepare for college level courses in literature and for the AP exam in May. The English department and the national AP office strongly recommend that AP Literature be taken in sequence after AP Language.



Selecting Composition Courses: *Students entering grades 10-12 should confer with their current English teacher prior to choosing their next composition course. Students will be advised to select the course best formatted to meet their needs while also challenging them to become more fluent writers.*

Composition

Prerequisite: English 9

Grade 10-12 .5 Credit

The primary emphasis of this foundational course will be mastering the mechanics and modes of writing in order to prepare students for writing across the curricula with attention to essay parts, grammar, and audience. Students will compose persuasive, comparison/contrast, cause-effect, position, and process writing. Students will also explore other modes of communication through speech and presentation.

Advanced Composition

Prerequisite: Composition OR English 9 with teacher recommendation

Grades 10-12 .5 Credit

Advanced Composition is a course designed to help students develop a stronger foundation in writing process, principles, and purpose. Emphasis will be on the various ways writing can communicate self, meaning, and intent. Students will learn to establish ownership of their writing through instruction in voice, audience, and style and examination of professional, teacher-generated, and student writing samples. Students will also learn how to select the appropriate written form for the given purpose, identify individual strengths and weaknesses as a writer, and develop strategies for addressing weaknesses.

Research and Technical Writing

Prerequisite: Advanced Composition OR Honors English 10

Grades 11-12 .5 Credit

Technical Writing is a composition course focusing on succinct communication for career-related tasks. Encompassing many different approaches to solving specific communication problems and emphasizing critical thinking skills, this course covers the writing communication required in a job situation in the technical fields as well as conducting effective research as students choose and develop a research topic and practice research strategies. Topics will be individualized to students' future plans.

Rhetorical Analysis & Argument

Prerequisite: Advanced Composition OR Honors English 10

Grades 11-12 .5 Credit

This course focuses on effective writing and analysis for high school students including identifying and applying the rhetorical situation, various patterns of development, argument structures, and fallacies. Students will apply these elements as they practice rhetorical analyses individually and through high-level large and small group discussions, and construct effective, coherent, and unified writing samples in a variety of genres. The primary goal of the course is to produce students equipped to write and think effectively in an academically rigorous environment.

Literature Courses

Exploring Literature

Prerequisite: English 9

Grades 10-12 .5 Credit

This course is designed for students who want literature that reflects on current issues of younger Americans. It focuses primarily on the novel, but also short stories and essays. Students will take this course to develop their reading and analysis skills prior to tackling more traditional literature.

The Short Work

Prerequisite: English 9

Grades 10-12 .5 Credit

This course covers short stories from a wide variety of genres, eras, and authors. Using literary elements, students will analyze these works, focusing specifically on theme and purpose while exploring how culture influences art and art influences culture. This course also allows student to compare and contrast these shorter works and to evaluate how each employs literary techniques to serve its purpose.

World/Multicultural Literature

Prerequisite: English 9

Grades 10-12 .5 Credit

This course covers a variety of literature from the globe as well as minority perspectives. Cultural norms and values as well forms and styles of other populations will be of particular focus. The universality of theme across cultures will be studied. Note that the definition of "literature" will be expanded to include not only traditional text, but also film, television, and song. This course may be organized chronologically, thematically or by genre.

American Literature

Prerequisite: World Lit, Honors English 10, OR teacher recommendation

Grade 11-12 .5 Credit

This course covers a variety of American literature. The essential questions of the course are: How does American literature reflect modern American culture? How do you see yourself reflected in modern American literature? Students will explore these questions primarily through the composition of analytical essays and participation in discussions. Note that the definition of "literature" will be expanded to include not only traditional text, but also film, television, and song. This course may be organized chronologically, thematically or by genre.

British Literature

Prerequisite: World Lit, Honors English 10, OR teacher recommendation

Grades 11- 12 .5 Credit

This survey of British works will include examinations of universal themes from their root works (Beowulf or the Canterbury Tales) into modern, Western culture (Iron Man and The Onion). The emphasis will be on major works and poetry, but will also encompass all relevant texts.

Nonfiction

Prerequisite: English 9

Grades 11-12 .5 Credit

This one-term course is designed to give students an overview to nonfiction literature. Many genres will be covered including autobiography, biography, memoir, science writing, travel writing, food writing, journals and diaries, letters, personal essays, and humorous writing. Both short pieces and book-length works will be incorporated into the course. Students will analyze authors' strategies in preparation for creating their own nonfiction pieces.

Dramatic Literature

Prerequisite: English 9 & one term of another literature offering

Grades 11-12 .5 Credit

Focusing on script as literature, this course will provide students with an interest in performing arts and an avenue to analyze the great works of stage and occasionally film and television. American and British playwrights will be the primary focus. The course may be organized chronologically, thematically, or by genre.

For Elective Credit

(NOT English Credit)

Applied Art of Writing (Creative Writing)

Requirement: 2 credits of English

Grades 11-12 .5 Elective Credit

This course focuses on students crafting short stories ready for publication. Throughout Creative Writing, students will create works that explore fundamental truths about humanity, taking these stories through numerous drafts and several teacher- and student-conferences. Students' work will span numerous genres and explore many themes pertinent to the modern world. Students will also learn to self-reflect on these assignments so they may improve their craft, to select publications suitable for their work, and to create cover letters for their submissions.

FAMILY & CONSUMER SCIENCES

Family and Consumer Sciences (FACS) Education prepares students for family work, work-life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenge of living and working in a diverse global society.

The FACS classes offered are aligned with the 16 Career clusters identified by the Wisconsin Department of Public Instruction. This way students are not only able to specialize faster but are able to see a potential career vein that they can go into right out of high school.



FACS CO-OP

Grade 12

Must have taken 2 courses within the FACS Department

KEY



Course is required for Graduation



Course is a Pathway Requirement



Course is Repeatable

EDUCATION AND TRAINING



Child Development
Grades 9-12

Careers in Child Development
Grades 9-12



Exploring Education
Grades 11-12

ARTS, AUDIO/VIDEO, TECHNOLOGY, AND COMMUNICATION

Housing and Interior Design
Grades 9-12

Fabric Arts
Grades 9-12



Family and Consumer Sciences [FACS] Career Pathways

HOSPITALITY AND TOURISM



Nutrition and Food Prep
Grades 9-12

Professional Cooking
Grades 9-12

Global Foods
Grades 9-12

HUMAN SERVICES

Child Development
Grades 9-12



Careers in Child Development
Grades 9-12

Contemporary Living
Grades 11-12

Personal Finance
Grades 11-12





Family & Consumer Science



Education and Training Career Pathways

Southwest Wisconsin Technical College

Child Development

Grades 9-12 .5 Credit

The Child Development course revolves around the child and the responsibilities of the family for the growth and development of healthy children. This course is designed both for a student's personal interest and possible career interest related to the areas of children and family. Effective parenting skills, concerns about children, and sharing of experiences will be included in the class discussions. Topics to be addressed within the course will include: discipline, child abuse, children's growth and development (physical, emotional, social and intellectual), prenatal and postnatal development, children's rights and family responsibilities for the betterment of both children and the relationship of family and society.

Careers in Child Development

Prerequisite: Child Development

Grades 9-12 1 Credit

This course is focused around working with children in a job setting and exploring child-related careers. Students will start by observing at local daycare centers or classrooms for at least 8 hours during the class time throughout the semester. The course includes hands-on activities related to children. During the 2nd part of the semester students will have an opportunity to job shadow a worker in a child-related career. Class content can be supplemented through guest speakers and community field trips. A variety of activities will allow you to explore working with children.

Exploring Education Experience

Prerequisite: Child Development

Grades 11-12 (Repeatable) .5 Credit

In this course students will tutor with a host teacher in one of the following areas, ELP - 8th grade or High School Teacher's assistant with written recommendation. Students will reflect weekly on their experiences and will also be evaluated by their host teachers on behavior, professionalism, communication and tutoring strategies. This course is open to responsible juniors and seniors who are interested in working in a hands-on professional setting. You will be assigned to work in a classroom 3-4 days a week where you will tutor students (ELP-8th grade). However, you will also get experience interacting with human service and education professionals at the same time. You will learn to better meet the academic, motivational, and social/emotional needs of the young learners you are assigned to. Training and instruction will be given in the FCS classroom before tutors start to work directly with students. Topics covered might include: professionalism, effective communication, child development principles, and effective tutoring strategies. This class would be very effective if you are interest in a career as a pediatrician, recreation, youth advocate, counseling, etc. You don't need to think you're going into teaching to enjoy working with children. Students can take this course multiple times.

Human Services Career Pathways

Child Development

Grades 9-12 .5 Credit

The Child Development course revolves around the child and the responsibilities of the family for the growth and development of healthy children. This course is designed both for a student's personal interest and possible career

interest related to the areas of children and family. Effective parenting skills, concerns about children, and sharing of experiences will be included in the class discussions. Topics to be addressed within the course will include: discipline, child abuse, children's growth and development (physical, emotional, social and intellectual), prenatal and postnatal development, children's rights and family responsibilities for the betterment of both children and the relationship of family and society.

Careers in Child Development

Prerequisite: Child Development

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This course is focused around working with children in a job setting and exploring child-related careers. Students will start by observing at local daycare centers or classrooms for at least 8 hours during the class time throughout the semester. The course includes hands-on activities related to children. During the 2nd part of the semester students will have an opportunity to job shadow a worker in a child-related career. Class content can be supplemented through guest speakers and community field trips. A variety of activities will allow you to explore working with children.

Contemporary Living

Grades 11-12 .5 Credit

Prepares young adults to get more satisfaction from their personal and family relationships. Classroom learning is highly discussion-focused with numerous group activities. Topics of study include self-concept, personal decision-making, communication skills, single and married lifestyles, balancing work and family, domestic violence awareness, divorce/remarriage, parenting, and family crisis management. If you are interested in a career in Human Services or Criminal Justice this would be a good course to learn about issues that affect family life.

Personal Finance

Grades 11-12 .5 Credit

This course meets the financial literacy graduation requirement. Transcribed credit approval is pending with Southwest Tech.

Personal Finance will develop your understanding and financial skills and strategies in banking and financial services, saving and investing strategies, borrowing, taxes, credit, budgeting, major purchases, as well as economic influences on consumer decision making. Throughout the course, you will engage in real-world problem solving situations and projects to gain experience with decisions you will make throughout your life.

Hospitality and Tourism Career Pathways

Nutrition & Food Preparation

Grades 9-12 .5 Credit \$10 Course Fee

This course will encourage thinking about food choices. A variety of activities will be used to focus on food and its importance in our daily lives. Students will prepare food in labs approximately 2 times/week and may include such examples as stir fry, omelets, baked goods, smoothies, and other nutrient rich foods that will help students become more aware of what they put into their bodies. Other topics included in this course are: food attitudes, nutrition for fitness, new food trends, shopping for food, eating patterns, food preparation techniques.

Professional Cooking

Prerequisite: Nutrition & Food Preparation \$15 Course Fee

Grades 9-12 .5 Credit

This course introduces you to the career possibilities in the foodservice industry, but is also an excellent opportunity for you to learn more about food preparation for personal use as well. You will learn to prepare a variety of foods such as, sandwiches, pasta, cakes & cake decorating, salads, breads, etc. Many different culinary techniques will be explored throughout the term. Labs will be held approximately 2-3 times a week. Field trips to community restaurants and food

service establishments will occur throughout the course to learn more about the food industry. At the end of the term students will plan and make a three course meal for the class and one or more community celebrities.

Global Foods

Prerequisite: Nutrition & Food Preparation \$15 Course Fee

Grades 9-12 .5 Credit

Explore and taste different cuisine from countries around the world. Students will investigate the geographical and cultural factors that influence the kinds of foods grown and eaten in each country. You will come away with a broadened view of the world and deeper understanding of other cultures and ethnic cuisine.

Housing & Interior Design

Grades 9-12 .5 Credit

Explore the latest trends in home and interior design. You will learn the basics of housing design, elements of design, principles of design, the magic of color etc. Students will have opportunities to create designs and experiment with some of the elements and principles of design. We will investigate careers and designers in housing and interior design. For your final project you will be assigned a client to create a professional presentation for.

Fabric Arts

Grades 9-12 (Repeatable) .5 credit

Fabric Arts is a hands-on introduction into the world of textiles. Knowing basic sewing supplies and equipment is essential to the construction of Fabric Projects. In this course, students will study the visual appearance of fabric and fabric design. They will learn how the characteristics of different types of fabrics affect the final product. Students will also explore Career Opportunities in the Fashion and Textile Industry. During this course, critical thinking skills will be developed to better help students work through common sewing problems to complete their comprehensive projects.

FACS CO-OP

Prerequisite: Have taken at least two Family & Consumer Science courses & have instructor approval

Requirement: Students and parents are required to attend a meeting in August prior to starting the school year. They are also expected to have job prospects lined up at that time. Expectations and objectives are based on the DPI Cooperative Skills Program. Overall attendance will also be a consideration for acceptance.

Grades 11 & 12 (repeatable) 1.5/3.0 Credits

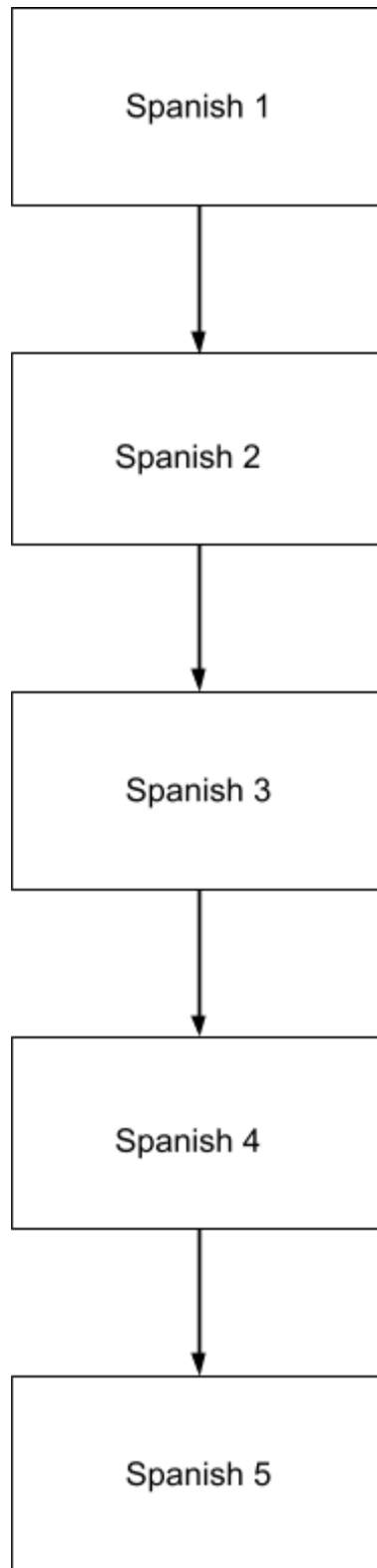
Requirements: Education Training Agreement Form signed by parents/guardians, student, and employers

Classroom: Students will participate in the classroom portion of the program in conjunction with work experience. Student will meet face to face with a teacher during the first few months of the class and then transition to online coursework. These face to face meetings and online assignment will continue throughout the year. Units will introduce, develop, and reinforce the students' knowledge and skills needed to be successful in obtaining a job and furthering their career. Topics covered include, but are not limited to: communication skills, safety at work, labor laws, job attitudes and responsibilities, job sources and searches, applications, cover letters/resume writing, interviewing skills, business and work place etiquette, time management, stress management, and budgeting.

Work Experience: Students will participate in this course in conjunction with the classroom course. The program will begin with classroom training that will transition into release from school for work experience. Students may be released up to two blocks. This opportunity allows college-bound and career –minded students to experience training with a business in the area. Student will earn a wage (minimum or higher) while learning from skilled professionals. Release time will be determined by job placement and academic schedule requirements. Students must commit to working at their place of employment for the entire school year. To earn full credit students will need to work a minimum of 480 hours.

Note: Work towards an Employability Skills Certificate may be an alternative work-study option. See your School Counselor or the Co-op Teacher for more information.

Global Language



Global Language

UW Systems Admissions: Four elective credits are required for UW Systems admissions. Electives may be chosen from several areas including foreign language. *A minimum of two credits in a single foreign language is required for admission to UW-Madison and may help meet requirements at other UW System campuses. All students are encouraged to exceed the minimum number of college preparatory credits required for admission. Taking three or four credits of high school language may also reduce the number of language courses required in college. For more information, check <http://uwhelp.wisconsin.edu/admissions/freshman/guidelines.aspx>*

Spanish 1

Grades 9-12 1 Credit

This Spanish course is a comprehension-based Spanish course. For each of our units, there is a Core Vocabulary list. Cultural connections are embedded in each unit. Assessments are based on the Core Vocabulary words from the current unit and previous units. A Daily Instructional Framework of Reading Workshop, Guided Oral Input (Storyasking), Scaffolded Oral Review, Shared Writing and Shared Reading is used to promote listening, reading and writing. Storyasking is a form of storytelling in which the storyteller is asking the questions to develop the story. The most important thing in storyasking is that you ALWAYS understand what is being said, because your brain can only acquire language that it can make sense of.

Spanish 2

Prerequisite: Spanish 1 (Recommended grade of C or better) 1 Credit

Topics covered in this course include sports in Spanish-speaking countries, dating trends in Hispanic culture, descriptive adjectives, Gaucho culture in Argentina, the legal system and prisons in Bolivia, travel and issues surrounding immigration, weather, and the environment. Lots of focus is placed on using present tense and past tense verbs. Cultural topics from many countries, including Spain, Argentina, Bolivia, Venezuela, and several others are covered. A focus is placed on daily reading activities, as well as writing and listening comprehension skills.

Spanish 3

Prerequisite: Spanish 2 (Recommended grade of C or better) 1 Credit

Topics covered in this course include present tense verbs, preterite tense verbs (regular, irregular, spelling change, and stem change), imperfect tense verbs (regular and irregular), as well as many vocabulary terms which use these tenses. A huge emphasis is placed on using the past tense in Spanish. Cultural topics from countries such as Argentina, Uruguay, Peru, Mexico, and Spain are covered. A focus is placed on daily reading activities, as well as writing and listening comprehension skills.

Spanish 4

Prerequisite: Spanish 3 (Recommended grade of C or better) 1 Credit

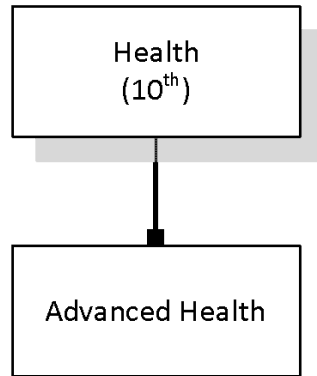
The emphasis in Spanish 4 is to develop independent reading, writing and speaking skills in Spanish. This Spanish course is a Comprehension-based Spanish course. Students continue to build on their Spanish language skills by using more complex verb tenses. The Daily Instructional Framework of Reading Workshop, Guided Oral Input (Storyasking), Scaffolded Oral Review, Shared Writing and Shared Reading is used to continue the promotion of listening, reading and writing and speaking.

Spanish 5

Prerequisite: Spanish 4 (Recommended grade of C or better) 1 Credit

This is an advanced Spanish course for high school students who have completed 4 years of study. As such, the course will emphasize advanced communication and listening skills. Listening at an advanced level will consist of using authentic materials, such as films and TV series. Reading at an advanced level will consist of articles of varying topics and lengths and will stress comprehension. Writing skills will be enhanced to include personal narratives with emphasis on improved grammar, which will be an integral aspect of the course. Previously learned structures will be reviewed and reinforced, while advanced grammatical structures will be introduced for continued growth in the language.

Health



Health

Health

Graduation Requirement

Grade 10 .5 Credit

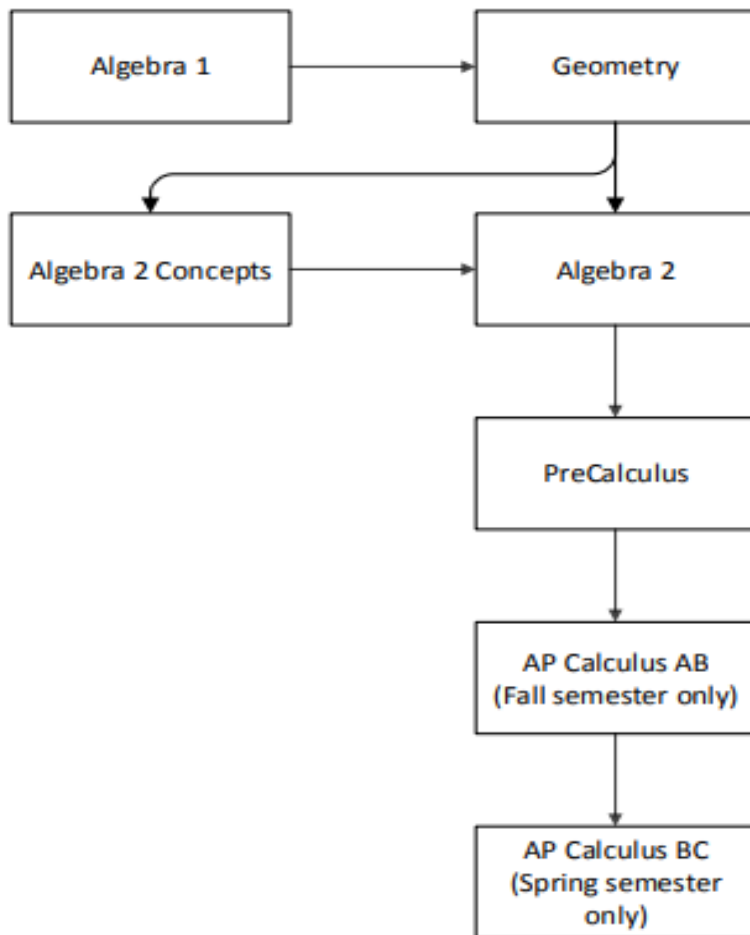
This course enables students to acquire the knowledge and skills necessary to promote the lifelong goals of health and wellness. The focus of the course is to empower each student with the capacity to obtain, interpret and understand relevant health information and services, and apply that knowledge to make informed health enhancing decisions in their daily life. Content areas included within the study of Health Education would include the following: community health, consumer health, environmental health, family life (human sexuality, relationships, human growth and development), mental and emotional health, injury prevention, nutrition, personal health and fitness, prevention and control of disease, and substance use and abuse. Through the study of these conceptual areas, students will not only comprehend the principles related to health promotion and disease prevention, but will also be able to demonstrate their ability to use this knowledge in a healthful manner.

Advanced Health

Grades 11-12 .5 Credit

Advanced Health is a junior/senior elective class designed to meet the needs of students interested in a Health career or becoming serious about their own health status as they move into adulthood. It is an experience and discussion-based class that uses a variety of activities, projects and authentic learning opportunities to discover the world of Health. Students will have opportunities to hear from health professionals as well as share knowledge with other students within the district through hands on projects. Analyzing marketing ploys that impact health and safety choices will be addressed as a means to understand and promote positive consumerism. This is a very hands-on class designed for those with a sincere interest in health careers and issues.

Mathematics



Non-Sequential Classes

STEM Lab
(Students needing additional support from a Math teacher)

Statistics
(Prerequisites: Algebra 2 and Junior or Senior status)

Transition to Tech School Math
(Prerequisites: Geometry and Senior status)

Transition to College Math
(Prerequisites: Algebra 2 and Senior status)

Mathematics



Graduation Requirement: A minimum of three credits in mathematics are needed to graduate from DHS.

UW Systems Admissions: Three credits of Mathematics are required for UW Systems admissions. These include algebra, geometry and other mathematics courses with algebra or geometry prerequisites. Courses are typically not accepted if they're taught prior to first-year algebra, do not have algebra or geometry as a prerequisite or are computer classes.

Students should check with college/university and major of interest to determine the math courses necessary for admission.

Selecting Math Courses: Mathematics classes are usually offered in a sequential manner. Success in these classes usually depends on success in previous math classes. Therefore, the math department at DHS wants you to select your math courses carefully based on your ability and achievement. Earning a "D" grade in a math class is enough to earn credit for the class, but it is not usually a sign that mastery of that class was achieved. For example, earning a D in Algebra 1 is an indicator that subsequent high school math classes will potentially be difficult as a good foundation from the previous class was not attained. It is important to choose your next math class wisely. Having a conversation with your most recent math teacher will help you make an informed decision.

DHS Calculator Requirements: Scientific Calculator for all levels (Texas Instruments brand recommended.) Graphing Calculator required only for Pre-Calculus, Statistics, and AP Calculus.

Algebra 1

Grades 9-12 1 Credit

Topics covered include: Functions & graphs, equations & inequalities: solving & graphing, and quadratic equations & functions, exponents & exponential functions, right triangles & radical expressions, polynomials & factoring, and rational expressions & functions.

Geometry

Prerequisite: Algebra 1

Grades 9-12 1 Credit

Topics covered include: Geometric art, inductive reasoning, introducing geometry, vocabulary and constructions, properties of lines, angles, triangles, polygons, and circles, area and volume, Pythagorean Theorem, similarity, and trigonometry, and deductive reasoning.

Algebra 2 Concepts

Prerequisite: Geometry & teacher recommendation

Grades 10-12 1 Credit

Algebra 2 concepts course will include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

Algebra 2

Prerequisite: Geometry or teacher recommendation

Grades 10-12 1 Credit

Topics covered include: Linear relations, equations, and inequalities; systems of equations and Inequalities; matrices, polynomials and factoring; quadratic functions, relations, and equations; conic sections; polynomial, rational,

exponential and logarithmic functions; sequences and series; trigonometry, and probability and statistics. *It is not recommended that 9th graders take Algebra 2.*

Pre-Calculus

Prerequisite: Algebra 2

Required: Graphing calculator (recommended model: TI-84 CE)

Grades 10-12 1 Credit

Topics covered include: Relations, Functions and Graphs, trigonometry, advanced functions, graphing; discrete mathematics; and introduction to calculus.

Advanced Placement Calculus AB

Prerequisite: Pre-Calculus (recommended grade of "B" or better)

Required: Graphing calculator (recommended model: TI-84 CE)

Grades 12 1 Credit

Topics covered include: review topics from Pre-Calculus, limits and continuity, differential calculus, and integral calculus. Any students interested in taking the AP exam should consider taking both AB and BC Calculus.



Advanced Placement Calculus BC

Prerequisite: AP Calculus AB recommended grade of "B" or better

Required: Graphing calculator (recommended model: TI-84 CE)

Grades 12 1 Credit

This class continues with topics from AP Calculus AB and follows the AP College Board curriculum. Topics covered specifically in this class include: Parametric, polar and vector functions, specific applications of integrals, polynomial approximations and series. Any students interested in taking the AP exam should consider taking both AB and BC Calculus.



Non-Sequential Courses

STEM Lab

Requisites: Teacher recommendation and concurrent enrollment in a DHS math class.

Grades 9-12 (repeatable) 0.25 Elective Credit (per half block)

STEM Lab is designed to support students who need more time or assistance meeting the expectations set forth in their math or science class because of math. Students will receive individual guidance and/or tutoring from a math teacher. This class is offered on a pass/fail basis.

Statistics

Prerequisite: Algebra 2

Required: Graphing calculator (recommended model: TI-84 CE)

Grades 11-12 1 Credit

In this course, students will learn to explore, summarize and display data; design surveys and experiments, use probability to understand random behavior; and make inferences about populations by looking at samples from those populations. It will help prepare students for college level statistics. Computer software and graphing calculators will be used extensively to help analyze data.

Transition to College Math

Prerequisite: Algebra 2 or teacher recommendation

Recommended: (1) Students earning a grade of a C or lower in Algebra 2 or Pre-Calculus, (2) Students who received an ACT math score of a 22 or lower, & (3) A scientific calculator (no graphing calculators).

Grade 12 .5 Credit

This class is designed for college bound seniors who would like to refresh their math skills in preparation for the university math placement test and college level coursework. The class will review fundamental algebra, geometry, and trigonometry topics with a focus on college placement test preparation.

Transition to Technical School Math

Prerequisite: Geometry or teacher recommendation

Southwest Tech Credit Available

Recommended: Scientific Calculator

Grade 12 .5 Credit

This class is designed for students who are planning on attending a technical college. Instructors will review math concepts needed to succeed in technical training programs including arithmetic, algebra, and geometry. The grade earned in this course can be documented on a Southwest Tech transcript.



Southwest Wisconsin Technical College

Music

Band
(9th – 12th)

Concert Choir
(9th – 12th)

Orchestra
(9th – 12th)

Garage Band
(9th – 12th)

Music Appreciation
(9th – 12th)

Music Theory
(11th – 12th)



Music

Band

Prerequisite: Audition or approval of the director

Grades 9-12 (repeatable) 1 Credit

Band is a year-long course open to any students (grades 9-12) with previous instrumental music experience. Students will participate in pep band, marching band and concert band performances. A wide variety of music for winds and percussion will be studied and performed throughout the year. In addition, students will have individual opportunities to participate in optional events like Solo and Ensemble and Honors Festivals. Attending all full band performances is a course requirement. Requirements: Private lessons, daily band rehearsals, marching band performances (all home football games, Homecoming parade, Memorial Day parade, Labor Day parade) Four concerts (December, February, pre-festival concert, large group festival). Extras: Pep Band (all home events), Jazz Ensemble, Solo and Ensemble Festival. Major trip every 4 years

Orchestra

Prerequisite: Audition or approval of the director

Grades 9-12 (repeatable) Full year 1 Credit

Orchestra is a year-long course open to any students (grades 9-12) with previous string playing experience. Students will participate in three concerts during the school year. A wide variety of music for strings will be studied and performed throughout the year. In addition, students will have individual opportunities to participate in optional events like Solo and Ensemble. Attending all orchestra performances is required of the course. Requirements: Private lessons, regularly scheduled orchestra class, four concerts per year (December, February, pre-festival, Large group festival). Wind players are selected from the band. Extras: Solo and Ensemble, pit orchestra.

Concert Choir

Prerequisite: Audition or approval of the director

Grades 9-12 (repeatable) Full year 1 Credit

The Dodgeville High School Concert Choir is a performing ensemble that meets every day. Students learn to sight sing, read music, develop correct vocal technique and tone production, and perform a wide variety of choral literature.

Requirements: Daily Choir Rehearsal attendance, lessons, attendance at 4 concerts (Winter Concert, Pops Concert, Large Group Festival, Spring Concert) and other performances (Homecoming, Veterans Day, Graduation). *Extras:* Chamber Choir, Women's Ensemble, Barbershop Ensemble, Solo and Ensemble Festival and a major trip every four years.

Garage Band

Grades 9-12 Term .5 Credit

Garage Band is designed for students who want to develop music making skills and explore music literacy using the medium of pop and rock music. Musical content will focus on pop, rock and rhythm and blues forms. This is a basic entry-level music course for students with little or no music training and is not open to students with formal music reading and ensemble experience. Hands on instruction will be given on guitar, electric bass, drum set, keyboards and vocals. Students will develop skills on each instrument, create ensembles, and explore music performance. A focused approach to music learning is expected and some personal practice outside of class may be needed. There is limited enrollment in this course.

Music Appreciation

Grade 9-12 Term .5 Credit

The Music Appreciation course at Dodgeville High School will provide an opportunity to explore and/or develop the following objectives: skills in music listening, the ability to discriminate with respect to music, an understanding of the place of music in contemporary society, the ability to relate music to human historical development, an idea of the value of music as a means of self-expression, potential outlets for the creative use of leisure time and the understanding of basic music fundamentals (elements of music).

Music Theory

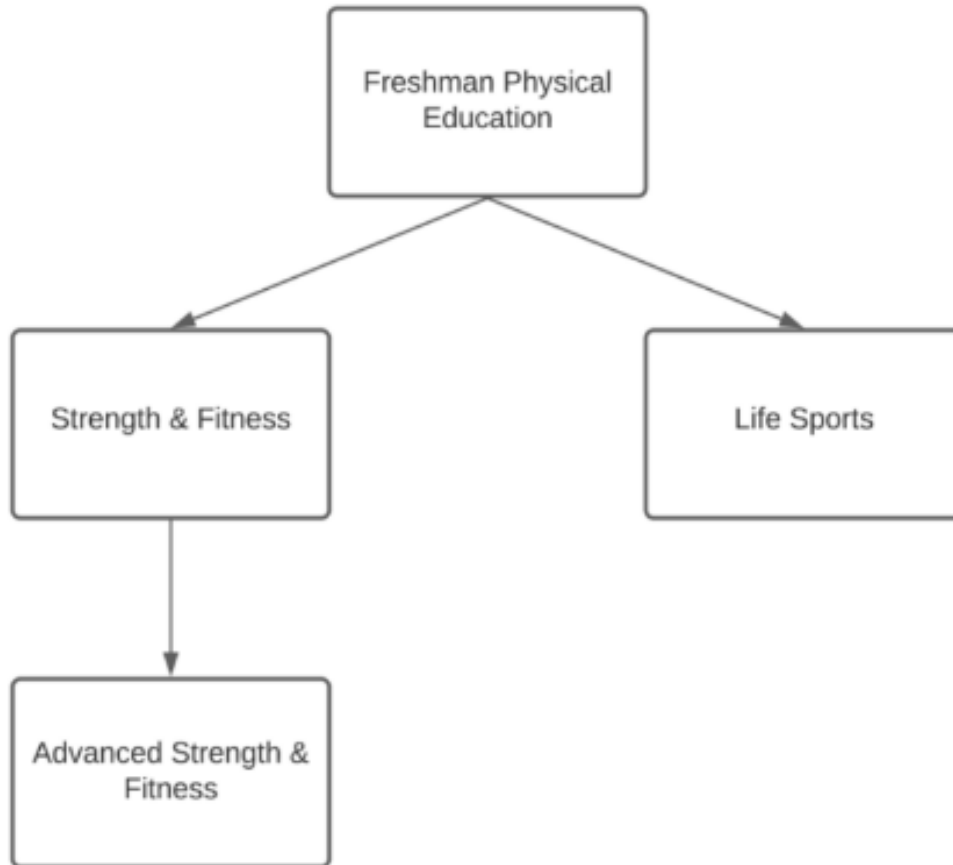
Prerequisites: Band, Concert Choir, or Orchestra and approval of the instructor

Required: Competent music reading skills

Grades 11 & 12 (repeatable) Term .5 Credit

This course is designed for the serious music student who would like to study music in more depth or who is considering a career in music. The course focus is on elements of music history, theory, and analysis. Students will create their own compositions. Advanced topics include critiques, conducting, arranging and orchestration, and form analysis. Some students have used this course to prepare for and take the AP Music Theory Exam.

Physical Education



Physical Education

Graduation Requirements: 2.0 credits of physical education are required for graduation. Following State Standard P, credits must be earned over three separate years. Students are only allowed one PE course per term.

Freshmen Physical Education

Grade 9 .5 Credit

Freshman Physical Education is a required class for all ninth grade students. The focus of Freshman Physical Education is on personal fitness and team sports. Units include: physical fitness, jogging/running, strength training, badminton, volleyball, basketball, flag football, ultimate Frisbee, lacrosse, softball, soccer & additional team sports.

Strength & Fitness

Prerequisite: Freshman PE

Grades 10-12 (Repeatable) .5 Credit

The purpose of Strength & Fitness is to help students acquire current content knowledge of fitness concepts and to understand the significance of lifestyle on personal fitness levels. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. Students will work daily to improve their personal fitness while keeping a daily log of activities as a means to reach a personal goal. Fitness activities may include aerobics, strength training, running/jogging, fitness walking, circuit training, plyometrics, fitness videos, core stability exercises, balance training, yoga, relaxation, among others. In addition, students will monitor and improve their strength and fitness levels by participating in fitness assessments at least twice per course.

Advanced Strength & Fitness

Prerequisite: Strength & Fitness

Grades 10-12 (Repeatable) Term .5 Credit

This course is designed to enhance students' knowledge of strength and fitness through learning weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training, fitness and cardiorespiratory endurance activities. Students will build upon the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning learned in previous courses. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will further be instructed in the principles of strength training & conditioning through functional movement, mobility and physical conditioning. Topics include systematic body weight training, strength training, plyometrics, speed & agility, physiology of exercise, and other methods of maintaining health and wellness. Tests and measurements of fitness, strength, & conditioning, as a means of evaluating progress, will be part of this course.

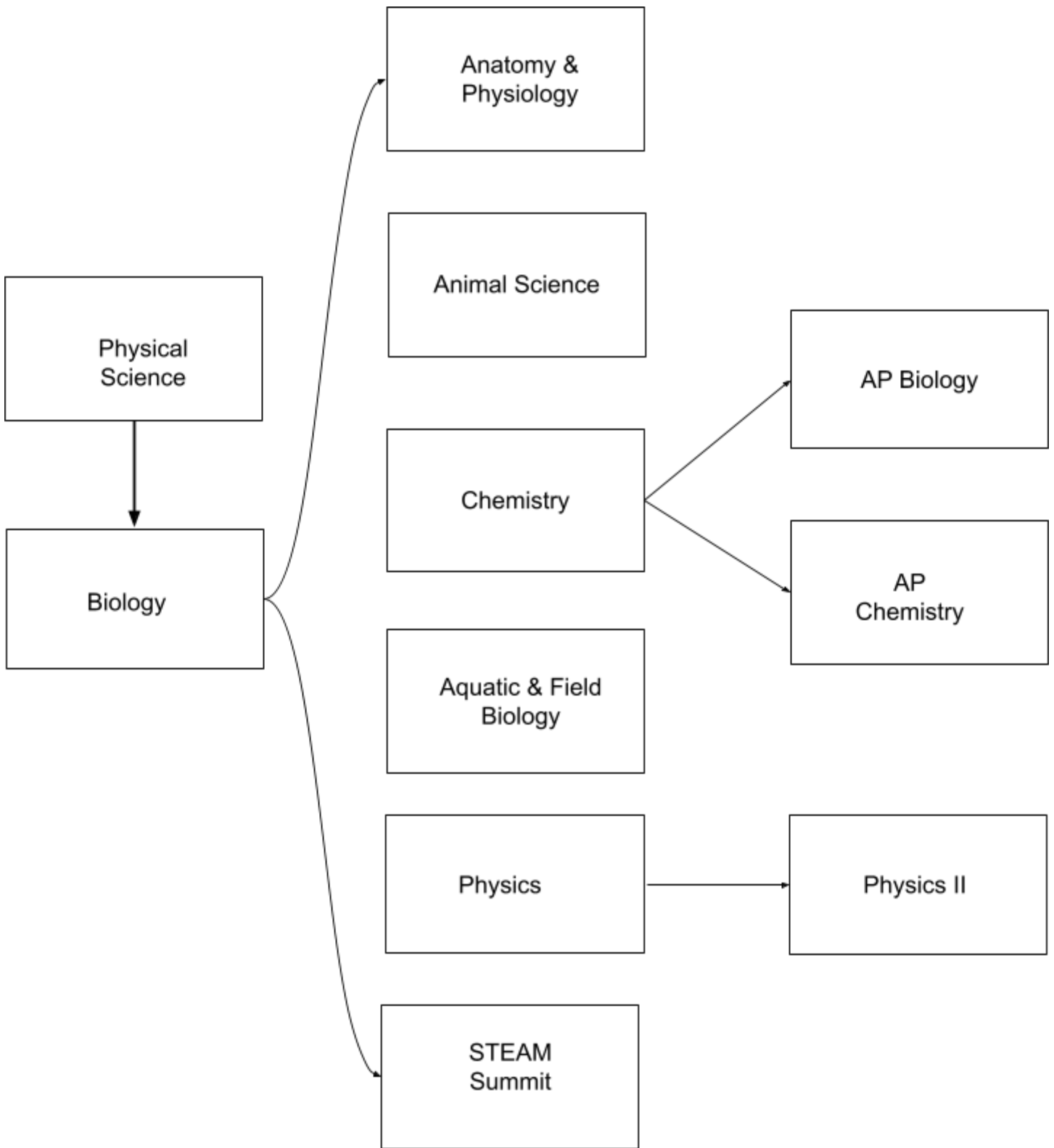
Life Sports

Prerequisite: Freshman PE

Grades 10-12 (Repeatable) Term .5 Credit

The successful completion of a Life Sports class will earn .5 credits toward the 2 credits required for graduation. The focus of Life Sports class is on personal fitness, individual/dual sports, and lifetime recreational activities. Units may include: physical fitness, jogging/running, badminton, golf, bowling, hiking, tennis, weight lifting, pickle ball, relaxation, fitness walking, volleyball, basketball, softball, and other recreational fitness or sport activities. New units may be offered depending on resources available, time of year, and facility availability.

Science



Science



Graduation Requirement: A minimum of three credits in science are needed to graduate from DHS.

UW Systems Admissions: Three credits of Natural Science are required for UW Systems admissions. Natural sciences are defined as Biology, Chemistry, Physics, Anatomy/Physiology, and any Advanced Placement Course. Other courses typically allowed are approved AgSci courses. Students should check with UW Help or with the college/university and major of interest to determine the science courses necessary for admission.

Physical Science

Required for Grade 9 1 Credit

Physical Science is designed for 9th graders and prepares students for the next level of science classes. This class is required to graduate from Dodgeville High School. The course includes concepts related to physics and chemistry, while integrating certain aspects of biology, as well as earth and space science. The entire course revolves around experimental design, observation, analysis, and math skills. ACT type problems will be addressed and practiced throughout the units. Career options will be explored that relate to our studies. Items needed for the class will include a basic scientific calculator such as TI-30, a flash drive, and a two inch binder with six tabbed dividers.

Biology

Prerequisite: Physical Science or equivalent; required for Grade 10 1 Credit

General Biology is required for all 10th graders. General Biology is the study of living things. Units of study will focus on the cell, genetics and DNA, evolution, ecology, and the introduction to biochemistry. Students are evaluated through their understanding of major principles by completing lab activities, daily work and written essays. Students will experience the use of microscopes, computer based lab data collection devices, and web databases for research.

Chemistry I

*Prerequisites: Physical Science or equivalent and Algebra I (Recommended grade of B or better)
Grade 10-12 1 Credit*

UW-Oshkosh credits are available. Student reimburses district at 50% of the typical UW-System Credit. Currently DHS Students pay about \$100 per credit. FRL Scholarships Available

Chemistry at the high school level is designed to not only prepare students for college course and laboratory work in chemistry, but to also strengthen their problem-solving and critical thinking skills, as well as make them more aware of how the interactions between the particles that make up our world work, and why these interactions occur. This course includes study of atomic structure, sub-atomic particles and bonding, the design and development of the periodic table, the mole concept, chemical reactions and factors that influence chemical reactions, gases, acids and bases. This is a math-intensive course designed for those planning to further their education at the college level.



Advanced Placement Biology

*Prerequisite: Biology and Chemistry
Grades 11-12 1 Credit*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes--energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.



Advanced Placement Chemistry/Chemistry II

Prerequisite: Chemistry and Algebra II (Recommended grade of C or better.)

Grades 11-12 1 Credit

UW-Oshkosh credits are available. Student reimburses district at 50% of the typical

UW-System Credit. Currently DHS Students pay about \$100 per credit. FRL Scholarships Available

This course is intended for anyone who has completed a first-year chemistry course and wants the opportunity to earn college chemistry credit, or who has an interest to learn more advanced topics in chemistry. Areas of study include equilibrium, thermochemistry, solution chemistry, advanced topics in acids and bases, electrochemistry, kinetics, and more. Students who take this course will be eligible to take the AP Exam for possible college credit.



Anatomy & Physiology

Prerequisite: Biology

Grades 11-12 1 Credit

Anatomy and Physiology is the study of the structures and functions of the human body. In this advanced course the major units of study include the 10 body systems. This will be achieved by using a textbook, computer programs, the Internet, and the dissection of the fetal pig and other animal tissues and organs. This course requires the student to do a great deal of memorization to be successful. The exams are a mix of objective questions, diagrams, and essays. We will also explore common diseases and disorders of the body. Career opportunities related to Anatomy and Physiology will be explored.

Animal Science Production

Grades 10-12 1 Credit

Cows, sows, ewes, and hens all contribute to America's animal agriculture. We will explore traditional animal agriculture, discuss production and management practices, and develop networking skills in the community as they pertain to agriculture. (Students who take Animal Science will be awarded Science credit.)

Aquatic & Field Biology

Prerequisite: Biology

Grades 11-12 1 Credit

This course will cover units on freshwater and marine sciences, general ecology and environmental science, and aspects of field biology. Students will be expected to participate in offsite projects at the arboretum and other locations, along with a variety of in-class activities and laboratory investigations designed to further practical science skills.

** Students that have previously taken Aquaculture can only take the Field Biology portion of Aquatic and Field Biology.*

STEAM Summit

Prerequisite: Have passed (With a "C" or higher) and/or are actively enrolled within the following classes: Algebra, Geometry, Physical Science, and Biology

Grades 10-12 1 Credit Fee: \$20.00

Students will be introduced to the foundational elements of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through a project-based, semester-long, engineering, research, and design class. From understanding the base levels of science to the application of the fabrication process, this class will allow students to gain a wide breadth of skills. The class itself follows the structure of the A, B, C's, and contains an exploratory project throughout the course.

Archives to Alchemy → The fundamentals of acquiring new knowledge and the process of scientific discovery.

Broadband to Broadway → Technology and its co-evolution with the Arts

Concrete to Creativity → Engineering and its practicality with real-world mathematics.

Develop to Dictate → Creating, Proofing, and Finalizing the Exploratory Projects.

Exploratorium → Presenting the individual semester-long Research Projects.

Physics I

Prerequisite(s): Algebra II (Recommend grade of B or Better), Pre-Calculus preferred
UW-Oshkosh credits are available. Student reimburses district at 50% of the typical UW-System Credit. Currently, DHS Students pay about \$100 per credit. FRL Scholarships Available
Grade 11-12 1 Credit



Physics at the high school level is designed to not only prepare students for college coursework in physical sciences and math, but to also strengthen their problem-solving and critical thinking skill, as well as make them more aware of how the world around them works. This course includes an in-depth study of mechanics, followed by an investigation of waves and sound. This is a math-intensive course designed for those planning to further their education at the college level. Students also have the opportunity to earn 5 credits of college physics transcribed through UW-Oshkosh.

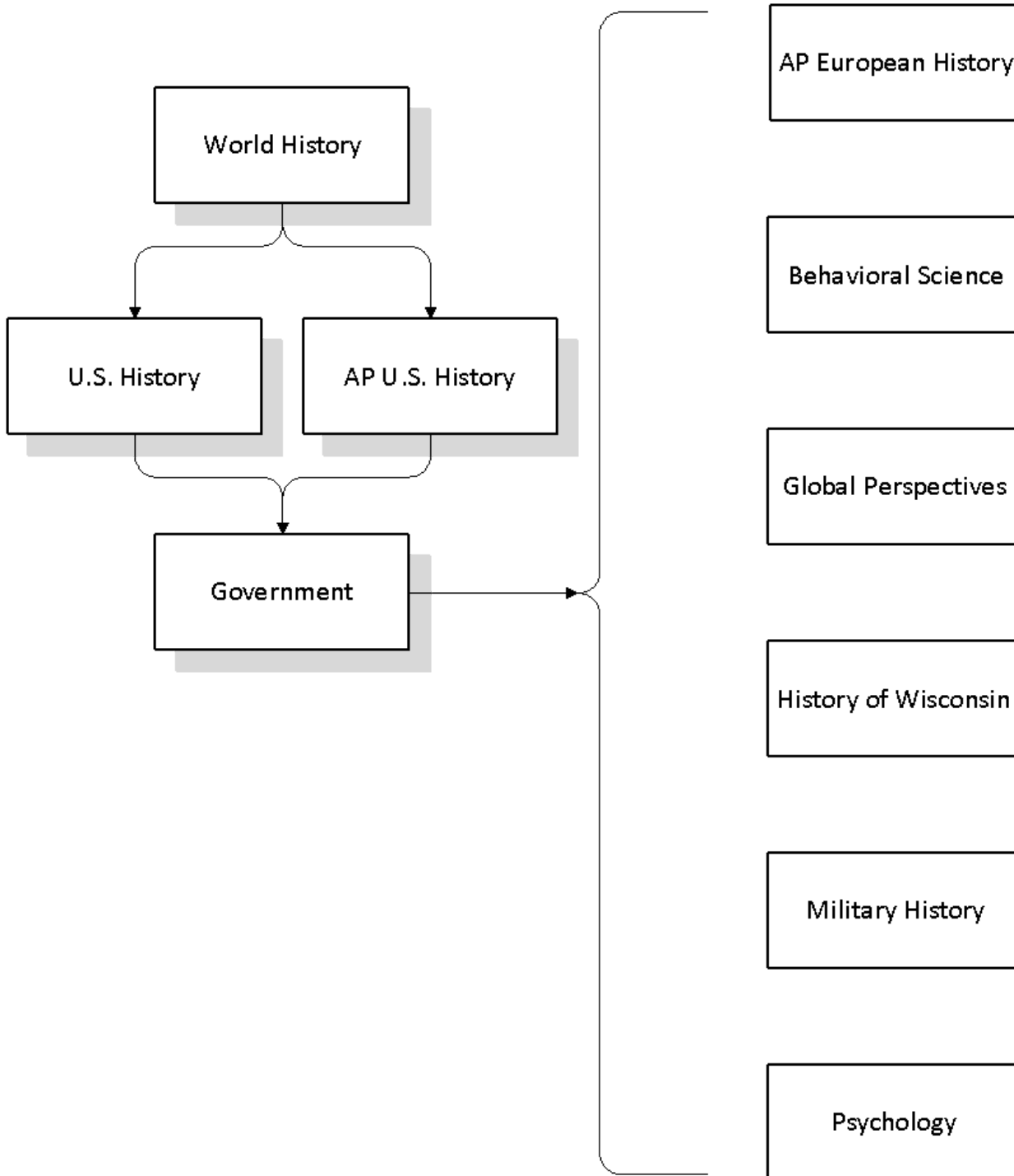
Physics II

Prerequisite: Physics I
UW-Oshkosh credits are available. Student reimburses district at 50% of the typical UW-System Credit. Currently DHS Students pay about \$100 per credit. FRL Scholarships Available
Grade 11-12 1 Credit



This course will be a continuation of Physics 1. Topics of study will include light, electricity magnetism, and modern physics. Students also have the opportunity to earn 5 credits of college physics transcribed through UW-Oshkosh.

Social Studies



Social Studies



Graduation Requirements: Three credits of Social Studies are required for graduation including World History, U.S. History or AP U.S. History, and Government.

UW Systems Admissions: Three credits of Social Science are required for UW Systems admissions. These include theoretical study of culture, history, political science, economics, and human behaviors and societies (such as sociology and psychology). Courses in applied social science are not accepted.

World History

Required for Grade 9 1 Credit

This course is designed to create a better understanding of the world and to develop a tolerance for world cultures and their impact on the past, present, and future. Major areas of study are: World cultures of Asia, the Middle East, Europe, the Americas and Africa.

U.S. History

Required for Grade 10 unless taking AP US 1 Credit

Students will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues which affect the present and future. The focus of the course is a combination of discussion and written assignments covering from pre-exploration to the present.

Advanced Placement U.S. History

Grades 10-12; Option for Grade 10 1 Credit

Students will learn the history of the United States from pre-exploration to the present. Reading, writing, discussion, and analysis are the heart of the course. A primary focus of the course is to prepare students to take the Advanced Placement exam in the spring.



Government

Prerequisite: Must have taken World History and U.S. History or AP US History

Required for Grade 11 .5 Credit

This course is designed for students to learn their rights and responsibilities as a citizen and what steps they can take to ensure that their rights are respected. They will also study governmental systems and analyze our nation's founding documents. The major units of study are: Foundations of Government, The Executive Branch, The Judicial Branch, and the Legislative Branch and State and Local Government. Students are required to take a civics exam for graduation.

A.P. European History

Grades 11-12 1 Credit

This course looks at European history since 1450 and introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. AP European History is a college-level survey course utilizing a college text and college level resources. Students should be highly motivated, have a high interest in history, be above average readers and writers, and have a willingness to be challenged and improve. Students who take this course will be eligible to take the AP test at the end of the year for possible college credit.



Behavioral Science

Grades 11-12 .5 Credit

This course is designed for students to study Sociology (group interaction) and Psychology (personal interaction) and better understand other cultures and their own. Major units of study are: Perspectives of Cultures and Socialization, Groups and Social Control, Deviance, Social Inequalities, and Social Action.

Global Perspectives

Grade 11-12 .5 Credit

This course is designed to take a look at current issues in the world today. Students will have opportunities to learn current events, discuss global concerns, and develop new perspectives from the many varied cultures around the world.

History of Wisconsin

Grades 11-12 .5 Credit

History of Wisconsin is a term course covering important events in WI history. From its Native American past to the present, areas of discussion include Immigration to the state, Mining and geographical development of the state, and important cultural developments through the years. How does Wisconsin fit into the US and the world?

Military History

Grades 11-12 .5 Credit

This course covers US involvement in military history from the American Revolution to the Current War on Terror. The focus of study is on causes and effects of different conflicts, the development of new military weaponry and tactics, and stories of heroism and bravery. Demonstrate your learning through individual research projects and learn new perspectives on war.

Psychology

Transcripted Credits Available through Southwest Tech

Grades 11-12 1 Credit

This course will introduce students to the broad and exciting field of Psychology in which they will study the science of the mind and examine the historical development and growth of psychology. Major units of study are: Origins of Modern Psychology, Biological Foundations of Psychology, Sensation and Perception, Motivation and Emotion, States of Consciousness, Basic Principles of Learning, Memory, Developmental Psychology, and Psychological Disorders and Therapy. This is an articulated 3 credit Course with Southwest Tech. Students who complete the requirements for the course will receive three free college credits.

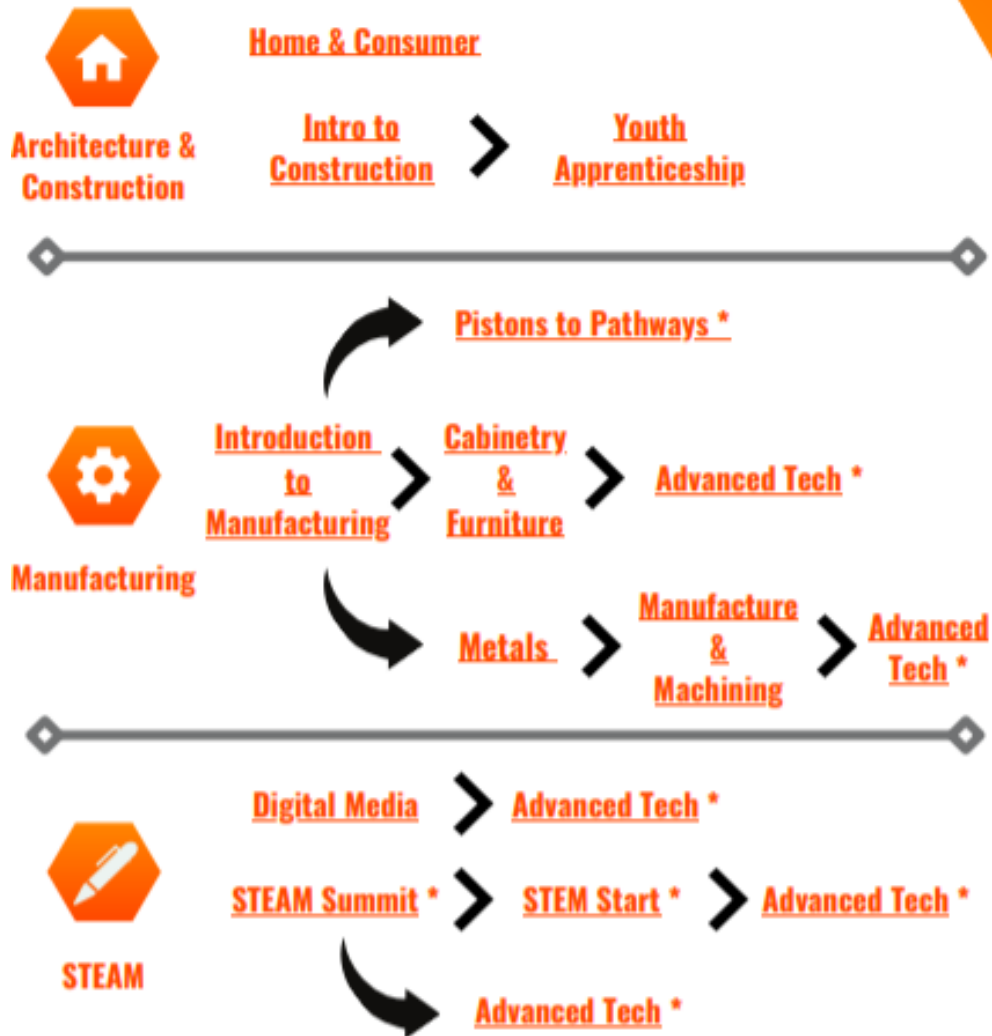


Southwest Wisconsin Technical College

Technology Education Pathways



No matter what area you are interested in, the goal of any technology education pathway is not only to give you practical skills and knowledge but to open the door to a whole career path by the end of your high school experience.



*Anything marked with an asterisk (*) has a pre-requirement or course requirement.*



Technology Education and Engineering

Architecture & Construction Pathway

Home & Consumer

Prerequisite: Recommended for Junior & Seniors

Grades 11-12 .5 Credit Fee: \$20.00

As Students get closer to graduating and moving on as young adults, some common experiences occur. Students tend to seek additional schooling, seek a job/career, go into the military, or other opportunity where they need to have or gain some knowledge on basic home consumer products and how they can be used, maintained, and repaired. This class is designed to give you basic maintenance skills that can be used now and throughout your life. Areas of study will include residential construction and maintenance techniques, automobile maintenance, and small engines.

Introduction to Construction

Grades 9-12 .5 Credit Fee: \$20.00

As students become adults, some may look into purchasing a home or building a home and the skills needed for this can be introduced in high school. Students who show an interest in construction trades will be able to build skills and learn techniques of building a wood-framed structure and the common components included in a home or light commercial building. The class is designed to provide students with an introductory grasp of common skills in the construction field, including surveying, masonry, foundations, framing, roofing siding, window and door installation, electrical, and plumbing.

Youth Apprenticeship La Fayette Construction Academy

Prerequisite: Construction Academy

Grades 11-12 .5 Credit Fee: \$20.00

Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship-related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Manufacturing Pathway

Introduction to Manufacturing

Grades 9-12 .5 Credit Fee: \$20.00

Introduction to Manufacturing is a 1 term-long class that is designed to provide you with exposure to various occupations and pathways in the Manufacturing career cluster, such as Machining Technology, Woodworking Technology, Mechatronics, and metalworking. In order to gain a holistic view of the advanced manufacturing industry, you will be asked to complete broad-based projects to help you develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting.

Pistons to Pathways

Prerequisite: *Intro to Manufacturing or teacher recommendation*

Grades 11-12 .5 Credit Fee: \$20.00

This CESA 3 aligned course allows students who are interested in becoming automotive technicians to take the first steps towards that goal. By working with local automotive dealers and shops, the students perform routine maintenance of the automobile including new and used car preparation, fluid checks and service, interior and exterior considerations, replacing filters and small parts, repairing tires, replacing belts, replacing wiper blades, and other repairs to maintain acceptable automobile performance. Please see a Technology Education Department instructor for additional information on the application and course logistics.

Cabinetry & Furniture

Prerequisite: *Intro to Manufacturing*

Grades 9-12 .5 Credit Fee: \$20.00

Cabinetry & Furniture is a quarter-long class that meets daily for 1 full block. The general goal of this course is to allow students to acquire the knowledge and skills used in furniture construction, cabinetmaking, and the construction process. Students will learn to safely use woodworking tools and machines to produce a quality project. This course will give the student the opportunity to explore and develop the skills used in furniture and cabinetmaking through guest speakers and field trips.

Metals

Prerequisite: *Intro to Manufacturing*

Grades 9-12 .5 Credit Fee: \$20.00

The metals course is a quarter-long class that meets daily for one full block. The premise of the class is for students to experience three distinct projects based around metal fabrication; making sheet metal bends and layout designs to create a toolbox, joining and fusing materials through joint welding, and CNC/G&M coding to make precise and accurate part cuts. Not only do each of these projects provide excellent ways to practice new skills, but each area opens the door to a career path within the metal fabrication world.

Manufacturing & Machining

Prerequisite: *Metals*

Grades 9-12 .5 Credit Fee: \$20.00

Students who wish to learn more about metals manufacturing and machining should plan to take this 1 quarter advanced elective course. The topics covered include Semi Precision Machining, CNC Machining, Welding & Fabrication, and Manufacturing jobs. While learning skills and technical knowledge in these areas, students will fabricate several small projects. Students will be asked to work in small groups and individually to complete learning exercises.

STEAM Pathway

STEAM Summit

Prerequisite: *Have passed (With a "C" or higher) and/or are actively enrolled within the following classes: Algebra, Geometry, Physical Science, and Biology*

Grades 10-12 1 Credit Fee: \$20.00

Students will be introduced to the foundational elements of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through a project-based, semester-long, engineering, research, and design class. From understanding the base levels of science to the application of the fabrication process, this class will allow students to gain a wide breadth of skills. The class itself follows the structure of the A, B, C's, and contains an exploratory project throughout the course.

Archives to Alchemy → The fundamentals of acquiring new knowledge and the process of scientific discovery.

Broadband to Broadway → Technology and its co-evolution with the Arts
Concrete to Creativity → Engineering and its practicality with real-world mathematics.
Develop to Dictate → Creating, Proofing, and Finalizing the Exploratory Projects.
Exploratorium → Presenting the individual semester-long Research Projects.

STEM Start

Prerequisite: Passed and/or actively enrolled in STEAM Summit; Minimum 3.0 GPA, or ACT Composite score of 22 or better, or Senior in top 50% and Junior/Sophomore top 10%

Grades 10-12 1 Credit

This college-accredited course is taught in tandem with the University of Wisconsin - Platteville. The goal of the course is not only to dive further into the realm of Engineering but to also give students Engineering credits with the University of Wisconsin - Platteville to jumpstart an Engineering career. The course requires both lectures through UWP and also for students to complete a weekly Engineering challenge at their high school. Please see a Technology Education Department instructor for additional information on the application and course logistics.



Digital Media

Prerequisite: Recommended for Sophomores and/or have a strong interest in Digital Media

Grades 9-12 .5 Credit Fee: \$10.00

Welcome to the Digital Media Course! This class is designed to not only have students learn more about the digital media world we find ourselves in but to grasp the major factors of digital mediums and how to optimally use them. The class explores the 5 main Digital Media areas; Website design, Iconography, Audio, Photo, and Video editing. Designed like an industry-standard survey class, each student gets to experience the fundamentals of each realm and create a skills-based project to demonstrate those skills. The final project of the class is for students to select one of the media forms to present as their final project along with a complete portfolio review.

Advanced Technology

Prerequisite: Passed one of the Technology Education Pathway Routes or teacher recommendation

Grades 9-12 .5 Credit Fee: \$20.00

In a world that is requiring an increase in collaboration of varying disciplines, genuine ability to problem solve, ability to demonstrate more complex levels of independent critical thinking, and the capacity to authentically make a difference in the community around us; the Advanced Tech class allows you, as a student to specialize in three ways; Certification - Allowing you to work on certifications to prep for your future career, Teacher Assistance - Creates an ideal opportunity to develop and share skillsets you have as an individual with your peers, and/or the Capstone Project - allowing you to showcase and refine those skills learned throughout your high school Tech Ed experience in one singular project.

PROGRAMS



Advanced Placement Courses

What is Advanced Placement?

The Advanced Placement (AP) Program is a cooperative educational program between high schools and 2 and 4 year colleges/universities. It allows students to enroll in college-level courses while in high school and gives them the opportunity to show mastery by taking an AP Exam. Each AP course is modeled upon a comparable college course.

AP Exams

AP Exams are given during the month of May. Every student takes the same exam at the same time. Students will receive their score report in July. Most technical colleges, colleges and universities accept and grant college credit for AP scores of 3 or above. The AP grading scale is as follows:

5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Depending on the AP score and the subject, students will receive credit, advanced placement, or both at most colleges and universities. Students may also be able to move into a higher level class at college as a freshman. This not only translates into time saved, but also a financial savings for each credit earned while in high school. The amount of credit received varies on the college. Each University of Wisconsin institution's policy for award of AP credit can be found at: <http://uwhelp.wisconsin.edu/testing/ap.aspx>

Students pay for each exam taken. The cost is \$94 per exam. Students must pay the entire amount when registering for an exam. Fifteen dollars of this fee is nonrefundable. This covers the cost of returning an unused exam. Students must register for an AP exam in March.

Who should take AP courses?

- Students who are prepared to put in the time and effort necessary to pass a class that replicates one they would take in college
- Students who understand they may have to compromise some of their commitments to jobs and co-curricular activities to do rigorous coursework
- Students who are academically self-motivated
- Students who want to select the best preparation for a four-year college that Dodgeville High School can provide
- Students who want to provide for the best possibility to gain acceptance into the college of their choice

Should I Take an Advanced Placement Course?

One of the purposes of taking AP courses at the high school level is to participate in academically rigorous programs, comparable to the introductory courses at the college level, with the support of high school teachers. In order to prepare for the college experience, a student should take curriculum in high school that is challenging. AP courses are one way to do this and colleges look very favorably at student records that show successful completion of AP courses—whether the student took the corresponding AP exam or not. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

Advanced Placement courses may not be taken independently and are typically offered in the fall so students can prepare for AP exams in the spring. If you have questions about the AP program, please contact any of the AP teachers for assistance.


Advanced Placement Courses

Dodgeville High school offers the following AP courses:

- Advanced Placement U.S. History (10-12)
- Advanced Placement European History (11-12)
- Advanced Placement Drawing Studio Art Portfolio (11-12)
- Advanced Placement 2D Art & Design (11-12)
- Advanced Placement 3D Art & Design (11-12)
- Advanced Placement Biology (11-12)
- Advanced Placement Chemistry (11-12)
- Advanced Placement Language & Composition (11-12)
- Advanced Placement Literature & Composition (11-12)
- Advanced Placement Calculus AB (12)
- Advanced Placement Calculus BC (12)

College Credits in High School

There are several ways to earn college credit while you are in high school such as taking an AP course, taking courses through the Early College Credit or Start College Now programs, or taking a course in which Dodgeville High School has an articulation agreement. This means that you can earn both high school and college credits. Sometimes these courses have advanced standing, meaning you have to go to that particular college to receive the benefit of earning the credit. In other cases, you can earn credit on a transcript. Below are the courses in which you are eligible to receive college credit. Please note these agreements change frequently. See your counselor or the principal for more information.

High School Course	Department	Partner or Agreement (Financial Impact)	College Course	# of Credits
Advanced Placement 	Art, English, Math, Science, Social Studies	College Board (Student Pays Testing Fee)	Varies	Varies
Business Law	Business, Marketing, Info Tech	Southwest Tech (No Fee)	Business Law 10-102-109	3
Transition to Tech Math	Math	Southwest Tech (No Fee)	Applied Mathematics 31-804-305	2
Psychology	Social Studies	Southwest Tech (No Fee)	Intro to Psychology 10-809-198	3
Physics I	Science	CAPP at Oshkosh: Student pay costs by reimbursing the district, in accordance with the UW-System policy, at 50% of the lowest UW System credit. Currently about \$100 per credit for CAPP. Segregated fees waived. Free/Reduced Lunch Scholarships available. UW- Platteville (ECC Program Application)	General Physics 107	5
Physics II	Science		General Physics 108	5
STEM Start	Tech Ed & Science		Introduction to Engineering Projects GENENG 1030 + Engineering Computer Graphics GENENG 1320	1 + 2 = 3

Note: Verify options with your counselor, sometimes these change based on new or updated articulation agreements.



Southwest Wisconsin Technical College





<https://www.swtc.edu/academics/colledge-up>

The ColLEDGE UP program is designed specifically for those interested in specific programs at Southwest Tech. It is offered in collaboration with CESA 3. All courses in the ColLEDGE UP program are taught by Southwest Tech faculty.

Students receive both high school credit and technical college credit for these courses. Students are considered a high school student as well as a Southwest Tech student in these courses. Depending on which program students complete, they will be eligible for a technical diploma, avoid the waitlist for nursing, or earn 18 credits toward Universal Credit Transfer. Courses are delivered via online technology at the student's high school. The limits on the number of credits the school pays for are similar to other college credit programs such as Start College Now. Reimbursements to the district may be required for courses that are failed. For details on these programs, see your School Counselor.

- Laboratory Science Technician: 16 credits
- Gear Up: 18 Transferable College Credits
- Nursing Foundation Courses: Complete two semesters of Nursing Courses then go to Southwest Tech for your second year of the nursing program

Distance Learning

Distance Learning is an instructional delivery system which connects learners with educational resources throughout the state. This is done with the use of our DHS Distance Learning Lab located in our Library Media Center. Students and the teacher interact through use of multi-media communication such as ITV (Interactive Television) and online learning. Many courses are offered, such as global language, math, English, social studies, business, criminal justice, agriculture, nursing assistant certification and more. Not all courses are offered every year and new ones are occasionally added. Go to the School Counseling Office for a current list of classes.

*If a student fails, drops, or otherwise does not complete the Distance Learning course, they are required to pay the Dodgeville School District back the entire course fee.

Students who possess the following skills, or are willing to develop them, are good candidates for this program:

- A basic understanding of technology
- Good time management skills
- Ability to work independently
- Follows directions
- Communicates with teacher frequently
- Organized, motivated and dedicated to a new way of learning

Prior to being enrolled, a meeting with the school counselor is required to review the following:

- Course availability
- Academic standing
- Guidelines and procedures
- Compatibility of traits for this type of learning

Early College Credit Program

The Early College Credit Program is available to students 9th through 12th grade. Through this program students can take one or more courses at institutes of higher education to receive dual credit, at high school and college. The Institutes of Higher Education include UW System Institutes, tribally controlled colleges, and private institutes. Students are eligible for this program during Fall, Spring, and Summer semesters in which they are enrolled at the school district. Applications for Early College Credit Program for the Fall semester must be in to the Counseling Center by March 1st, the previous semester and for the Spring semester by October 1st, the previous semester. Summer applications must be in before the summer class begins. Then, the applications go to the school board for approval. The school board can deny approval if the district offers a comparable course or if it does not satisfy high school credit. The school district will notify students of their status. If approved, the student then has to apply to the institute directly, in order to be admitted to the course. The Institute of Higher Education must admit students unless the course is at max capacity or if prerequisites for the course are not met. The maximum amount of credits students can complete through this program is 18 credits. Students will receive dual credit at the high school and college, the rate is .25 credits per 1 college credit. The cost and fees for the course is split between the school district 75% and the state (Wisconsin), 25%. Students who receive postsecondary credit only will just receive credits at the university level. The cost for the course is split three ways, the school district pays 25%, the state (Wisconsin) pays 50%, and the pupil (student) pays 25%. If any transportation costs are involved, student is responsible for that cost. In the event that a student receives a failing grade in the course, the student must reimburse the school district for its portion of the cost.

Global Education Achievement Certificate

The Global Education Achievement Certificate (GEAC) at DHS is a four year, cross-curricular certificate that recognizes students who seek global literacy. There are many benefits of completing the GEAC program: Candidates who complete this certificate will gain a deeper understanding of the world around them, they will receive a credential to include on their college and work applications, and they will develop leadership skills that set them above their peers. Students who are involved in the GEAC program will collaborate with a group of teachers who will guide them through specific requirements. Students will:

- Complete four (4) consecutive credits of a single world language
- Complete four (4) credits of coursework that explores global concepts.
- Broaden their global perspective by reading books, viewing media forms, and writing reflections on each.
- Demonstrate interest in global citizenship by participating in at least eight co-curricular and other school sponsored activities.
- Complete a community service project that involves at least twenty hours and focuses on a global issue or is connected to a global community.

Reflections will be included in a student portfolio that keeps track of student progress towards this goal.

Students graduating from Dodgeville High School may be awarded the distinction of **Wisconsin Global Scholar** if they have completed the following requirements:

Required coursework: 8 credits with a B or better in the following areas:

1. 4 credits in one language: Spanish, or a Global Language through Distance Education (German, Chinese, French, etc.)
2. 4 credits in courses with global content. One of those credits may be one year of a second world language.

World History	1.0 Credit	Global Foods	0.5 Credit
Global Perspectives	0.5 Credit	World Literature	0.5 Credit
AP European History	1.0 Credit	British Literature	0.5 Credit
Economics	1.0 Credit	AP English Language	1.0 Credit
3D Art	0.5 Credit	Music Appreciation	0.5 Credit

Cultural Literacy Independent Reviews/Reflections: Students must read or view 8 works on global subjects or themes. Four of them must be books and the other four reflections may be on art, music, or film. Titles can be found on a pre-approved list or cleared ahead of time with the GEAC committee. Written reflections are required for each activity.

Co-Curricular Activities: Students will participate in two of these activities per year during each year of High School. The following is a partial list. Other activities may be added as they occur. Written reflections are required for each activity. Examples include:

Attend World Cinema Day in Madison	Active member of Spanish Club	Participate in a Global Youth Summit
Attend World Culture Day in Madison	Attend an international fair	Active member of Save the Rainforest
Attend exchange student presentations	Attend speaker series-UW-Madison or UW-Platteville	
Host an exchange student	Attend Concordia Language Village Immersion Weekend	
Participate in a student exchange	Active member of International Students Club	
Participate in a DHS travel abroad trip	Attend Confucius Institute events at UW-Platteville	

Community Service: A minimum of twenty (20) hours of global service learning.

Project must connect with the global community and be approved prior to completion. Projects might include raising awareness of a global issue or fundraising for a global issue, or volunteering with a local minority organization. Hours may be given for mission trips with advisor approval. Reflections required for each activity.

Independent Learning (Online)

Grades 10-12

Term/Semester .5-1 Credit

We believe taking courses with our Dodgeville High School teachers will provide the best experiences for our learners. We also know there are other options available and want to provide opportunities for our learners to stay focused and on track to be college / career ready by graduation. Online education has become an option to earn certifications, college degrees, and now even high school credits. Talk to your school counselor to explore if online might be a good option for you.

Prior to being enrolled, a meeting with the school Counselor and communication with a parent is required. This is to review course availability, academic standing, guidelines and procedures, and assess compatibility with required learning skills or the commitment to learning them. Students who possess the following skills, or are willing to learn them, may be good candidates for this program: good time management skills, ability to work independently, follows directions well, communicates with teachers frequently, and is organized, motivated, and dedicated to a new way of learning.

What challenges students with online courses:

What students like about online courses:

- | | |
|-------------------------------------|---|
| ○ Flexible pacing | ○ Staying organized |
| ○ Being motivated and getting ahead | ○ Easier to procrastinate and fall behind |
| ○ Independence | ○ Limited teacher interaction |
| ○ Large course selection | ○ Understanding how the program works |
| ○ Immediate feedback | ○ Not as many practice problems |

- Having to do most of the work on Chromebook
- Difficult to practice speaking world languages

Students may not be scheduled in Independent Learning Classes for their entire day because the purpose of the program is to supplement other traditional classes. Students will not be scheduled for two or more periods per term without having their request reviewed by the student support team. Exceptions may be made for students transitioning in a shorter period of time (weeks to a new term), medical, social-emotional needs, documented success in the program, or other special situations approved by the team or the principal.

Edmentum Course requests will be made available after registration is completed through the Counseling Center

Seeing Forward

Dodgeville High School offers many different pathways to earn the necessary credits for graduation. Our alternative education program provides students with an individualized approach to learning. Within this program a combination of Portable Assisted Study Sequence (PASS) Packets, E-Learning (APEX/PLATO), and content specific curriculum (teacher created) is provided to meet graduation requirements. Students will have a coordinator and a teacher as their main mentor/advocates who will work with them to accomplish the following:

- Social-utilize relationships to support success
- Emotional- engage in a deeper understanding of one's self and live restorative practices
- Educational- focus on college & career readiness skills
- Individualized- develop a detailed academic and career plan
- Nurturing- develop body, mind, and community connections for Graduation.

Students desiring to customize a course to meet their learning needs can speak with the school counselor(s), the Alternative Education Coordinator, or the Seeing Forward teacher to explore their individual possibilities.

Students may not be scheduled in the alternative program classes for their entire day because the purpose of the program is to supplement their other classes and increase their chances of success during difficult transitions in their lives. Students will not be scheduled in the alternative program for more than two periods per term. Exceptions may be made for students transitioning in a shorter period of time (weeks to a new term).

As part of their program contract, or educational plan, students will be graded on their work or use a pass/fail option. Students who take alternative classes will be expected to fully participate in the program. Students falling behind or failing to meet their contract goals, academic or otherwise, will be required to renegotiate their contract or go back to all traditional classes at the next term.

Students in the program may also be eligible for up to two credits of work-study and would work toward an Employability Skills Certificate.

Special Education

Special Education is a wide and varying term that applies to the way we educate students enrolled at Dodgeville High School. Students qualify for Special Education Services through evaluations, observations, and previous response to interventions provided with the regular education setting. Once qualified for Special Education Services families and

school personnel develop an Individualized Education Plan (IEP). State and federal law ensure all children between the ages of 3-21 the right to a free and appropriate education. Students who qualify for special education services will be placed in the least restrictive environment commensurate with their needs.

Achievement in building skills ensures students can meet the expectations laid out in Wisconsin Common Core Curriculum or when it applies, Alternate Achievement Standards: Essential Elements. Building these skills is the primary goal of the Special Education Program. To achieve this goal services will wrap around the students' learning day. Participation in course work whether in the regular education setting or the special education setting will be made possible through a combination of accommodations, modifications, and support from special education teachers and support staff. As a student's IEP determines it to be necessary, students may also participate in courses specially designed to meet academic needs, build social skills, and develop skills to help students transition to post-graduation life.

No matter the location of services, student growth and needs will be continually monitored by a designated case manager within the school. Parents will receive written progress reports throughout the school year. A student (acting on behalf of themselves, a parent, a school counselor, a teacher, or any other concerned person, may submit a request for evaluation as to a possible need for Special Education Services. Contact school personnel if you have a concern.

Start College Now

Start College Now, this program is available to students 11th through 12th grade who are in good academic standing. Through this program students can take one or more courses at a Wisconsin Technical College to receive dual credit, at high school and college. Students will receive dual credit at the high school at the rate of .25 credits per 1 college credit. Students are eligible for this program during the Fall and Spring semesters with the maximum number of total credits being 18 credits. Applications for Start College Now for the Fall semester must be in to the Counseling Center by March 1st, the previous semester and for the Spring semester by October 1st, the previous semester. Then, the applications go to the school board for final approval. The school board can deny approval if the district offers a comparable course or if it does not satisfy high school credit. The school district will notify students of their approval/denial status. If approved, the student then has to apply to the Technical College directly, in order to be admitted into the course. The Technical Colleges must admit student unless the course is at max capacity or if prerequisites for the course aren't met. The school district will pay the full amount of the course and fees included. If transportation is needed, all costs for transportation will be the student's responsibility. In the event that a student receives a failing grade in the course, the student is responsible for the total cost and fees of the course and must reimburse the district.



Southwest Wisconsin Technical College

Dodgeville High School and Southwest Tech are in the process of starting a **Health Career Track**. This means that DHS students will eventually be able to take the following college courses in high school. Please see the School to Career Counselor for assistance in navigating participation.

- Medical Terminology
- Fundamentals of Chemistry
- Statistics
- Certified Nursing Assistant (C.N.A.)
- General Anatomy & Physiology



Work-Based Learning Opportunities

Job Shadow

Grades 9-12

Varies As Scheduled

This is a short term experience, usually one to three days, where students go to a place of business related to the student's career interest. The student "shadows" one or more employees to learn what that person does on a daily basis as well as gain an overview of the business' operations. For more information about available opportunities, contact a CTE Teacher (Ag, Business/Marketing, Family & Consumer Science, or Tech Ed) or the DHS School to Career Counselor.

Employability Certificate

Grades 11 & 12

(repeatable)

1-4 terms .75 Credit per term

Requirements: Education Training Agreement Form signed by parents/guardians, student, and employers

Throughout this course, students will learn and develop workplace skills that are a necessity in order to be successful at any job. Students will also be given the opportunity to job shadow different career pathways in order to experience a wide variety of career opportunities. As they gain experience and skills they will be able to select an employer to continue working with for the remainder of the course on a volunteer basis (based on employer interest/investment in the program). Several assessments will be done with employers to assess the skill levels of the student in order for the coordinating CTE teacher and employer to support the student with skill development. Also within this course, students will have the opportunity to earn an Employability Skills Certificate which means an employability skills assessment is completed by the employer of the student's current skills. This assessment will be done when the employer and coordinating CTE teacher feels it is appropriate. If the student reaches a certain level of competency within these skills based on the assessment the student will receive certification through DPI which can be put on a resume for future employment opportunities.

CTE Local Cooperative Education

Grades 11 & 12

(repeatable)

1-4 terms .75 Credit per term

Requirements: Education Training Agreement Form signed by parents/guardians, student, and employers

Students in the program will participate in classroom coursework along with work experience. The program will begin with classroom training that will transition into release from school for work experience. Students may be released up to two blocks (180 minutes). This opportunity allows college-bound and career-minded students to experience training with a business in the area. Student will earn a wage (minimum or higher) while learning from skilled professionals. Release time will be determined by job placement and academic schedule requirements. Students must commit to working at their place of employment for the entire school year. To earn full credit students need to work a minimum of 480 hours. Students will also be eligible for a Cooperative Skills Certificate.

Youth Apprenticeship

Grades 11 & 12

(repeatable)

1-4 terms .75 Credit per term

Requirements: Education Training Agreement Form signed by parents/guardians, student, and employers

The Wisconsin State Youth Apprenticeship is a work-based learning opportunity facilitated by the Cooperative Educational Service Agency (CESA) 3. This program provides juniors and seniors with a combination of college caliber classroom instruction and relevant on-the-job training with the support of an industry mentor. This can be a one or two-year program (depending on if the student begins the program as a junior or as a senior) designed to integrate school-based and work-based learning. Requirements to complete the program successfully (one year program) are taking courses within the career pathway area, typically through a Technical College system along with 450 hours per year of related work experience. If the student is a Junior then the requirements are repeated for the following year. Students can earn credit for the course work and work experience at DHS. Upon program completion, students are highly

prepared to enter the workforce and/or pursue a college degree. This program is recognized through the state and can be added to resumes for successful future careers. Students who participate in the youth apprenticeship program benefit from enhanced knowledge of a particular industry with experiential learning to further their knowledge and skills. See the DHS School to Career Counselor for more information about current offerings. Assistance is provided to locate an on-site apprenticeship that best addresses the student career goals.

Youth Apprenticeship students must do the following:

- Complete a Wisconsin Youth Apprenticeship Student Registration Form*
- Obtain a signed Education/Training Agreement* between the employer and school
- Maintain Dodgeville's academic and attendance requirements
- Participate in progress reviews

Apprenticeships are available for both juniors (11) and seniors (12) and they include specialized training in research labs, health care facilities, pharmacies, financial institutions, information technology businesses, construction, manufacturing, automotive, and more.

YOUTH APPRENTICESHIP PROGRAM IN THE DODGEVILLE AREA – Pistons to Pathways

Students perform routine maintenance of the automobile including new and used car preparation, fluid checks and service, interior and exterior considerations, replacing filters and small parts, repairing tires, replacing belts, replacing wiper blades, and other repairs to maintain acceptable automobile performance.

- Evening course offered at Dealerships in your region at Hallada Wednesdays from Sept. 1 - May 30, 6:00 – 8:30 pm
- Taught by certified Auto Technicians employed by the Dealership
- 1 year program offering Southwest Tech Auto Maintenance (3 cr.) course. Feeds into Southwest Tech Auto Tech Program
- Focus on juniors and the recruitment process is in February
- Dealership Tours are held in February and open to any interested students in participating districts. All students participating in the tours must be accompanied by an educator from their high school. Tours are focused on career exploration of the Transportation Career Pathway.
- (Example)Tour Dates: Tours run from 11:00 to Noon each day.
- Application: February, March
 - Students submit a short application to their high school counselor by March 15
 - Student has teacher/counselor complete letter of recommendation.
 - Maximum student enrollment will not exceed 12.
- Selection: April
 - Applications will be evaluated by CESA3, SWTC and Dealership.
 - Selected students are notified of their acceptance into the course by mid-April and are registered by Southwest Tech and respective high schools to enable them to earn credit from both institutions.
- Registration: May: Southwest Tech registration will happen in late May in your school district before the end of the school year. This process will mirror your Transcribed Class registration process
- Orientation: August

_____ 's Academic and Career Plan

Graduation Requirements	Freshman Courses	Sophomore Courses	Junior Courses	SENIOR Courses	Total Credits
English (4.0) (Comp & Lit Combos)	English 9 (1.0)				____ of 4
Math (3.0)					____ of 3
Science (3.0)	Physical Science (1.0)	.. Biology (1.0)			____ of 3
Social Studies (3.0)	.. World History (1.0)	.. U.S. History (1.0)	Government (.5)		____ of 3
Physical Education (2.0)	Freshmen PE (.5)				____ of 2
Health (.5)		Health (.5)			____ of .5
Financial Literacy (.5)			Personal Finance (.5)		____ of .5
DodgerCore (1.0)					____ of 1.0
Electives (11)*** (selections based on college & career goals)					____ of 11
Totals (28)					____ of 28

every credit earned that is over the required amount, will count as elective credit.