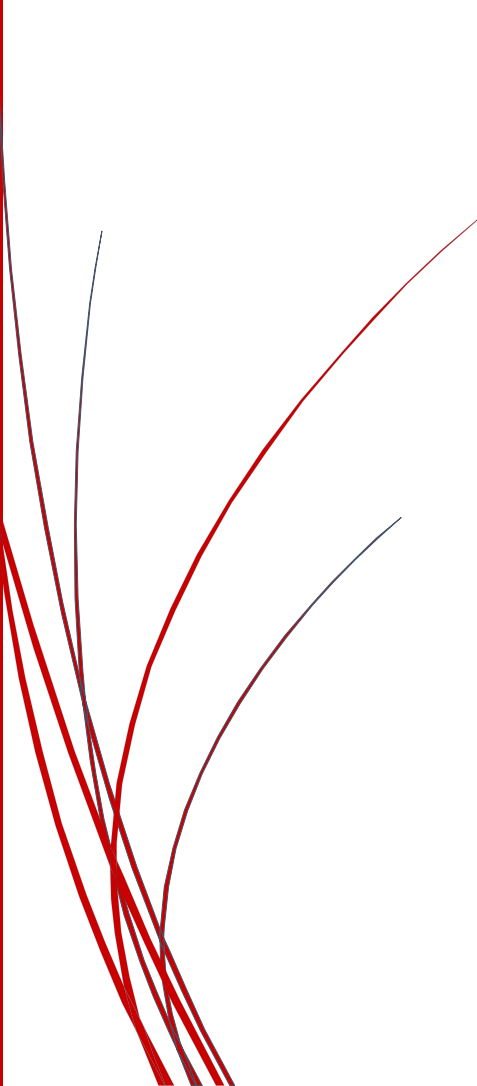


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2018-19

# Oostburg High School

## Academic Course Catalog

A series of thin, curved red lines of varying lengths and colors (some dark red, some light red) originate from the bottom left and curve upwards and to the right, resembling stylized grass or reeds.

410 New York Ave.  
Oostburg, WI 53070  
Phone: 920-564-2346  
Fax: 920-564-6138  
[oostburg.k12.wi.us](http://oostburg.k12.wi.us)

Mr. Scott Greupink, *Principal*  
[Scott.greupink@oostburg.k12.wi.us](mailto:Scott.greupink@oostburg.k12.wi.us)

Mr. Josh Cole, *High School Counselor*  
[Josh.cole@oostburg.k12.wi.us](mailto:Josh.cole@oostburg.k12.wi.us)  
@OSDCounseling



**Dear Students & Parents:**

This registration/course description book has been prepared by our staff to assist you in planning your high school program. Developing a plan is extremely important because it will ensure that you will have an opportunity to schedule the classes you need over the course of your four years at OHS. We hope the information contained in this book is helpful to you in selecting courses.

Your teachers, the guidance counselor, and principal are available to assist you in selecting classes. Make certain you call on these staff members about course offerings, scheduling, and graduation requirements.

Please realize that some course requests may have to be denied due to classes being full or because the selection conflicts with another of your selections. Please refer to the master schedule as you select classes so that you can avoid choosing two classes which directly conflict with one another. We ask you to select courses using in priority of importance. If you have questions, please don't hesitate to ask for help.

Each of you should be preparing for life after high school by providing yourself as many options from which to choose in the nature of a career, more school, or training. We are interested in helping you with your decisions.

Sincerely,

Scott Greupink, *Principal*

*“There is no substitute for excellence.”*

*Our mission is  
to prepare  
students to be  
productive  
and positive  
contributors  
to our society  
and the  
world.*

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# SCHOOL DISTRICT OF OOSTBURG

410 New York Avenue | P.O. Box 700100 | Oostburg, WI 53070

(920) 564-2346 | Facsimile (920) 564-6138

**KEVIN BRUGGINK**

District  
Administrator

**SCOTT GREUPINK**

Principal Oostburg  
High School

**SHERRI STENGEL**

Principal Oostburg  
Middle School

**AARON WHITE**

Principal Oostburg  
Elementary School

**BRYCE DEROOS**

Director of Special  
Education

**KRISTIN DE BRUINE**

Director of  
Finance/ Personnel

## LEGAL NOTICE

*All Courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, change of sex or gender identity, disability, age (except as authorized by law), military status, or physical, mental, emotional, or learning disability in any of our student programs and activities.*

### **PARENTS RIGHT TO REQUEST PROGRAM MODIFICATIONS - Board Policy 2240**

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the building principal that either content or activities conflict with his/her religious beliefs or value system, the principal will consider a written request for his/her child to be excused for particular classes for specified reasons. Should a request not be honored that decision may be appealed to the District Administrator. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during time of parent requested absences.

### **For more information or comments contact:**

Mr. Kevin Bruggink, *District Administrator* 564-2346 x4000

Mr. Scott Greupink, *High School Principal* 564-2346 x4001

Mr. Josh Cole, *High School Guidance* 564-2346 x4007

# Graduation Requirements

All students are required to earn 27 credits and pass all of the specifically required classes in order to graduate, and receive a Diploma from Oostburg High School.

COURSE	CREDITS	REQUIRED COURSES
English	4	1.0 credit per year: English 9, 10, & American Literature + 1 additional credit senior year
Social Studies	3	Including 1.0 credit of American History
Science	3	Including 1.0 credit of Biology and 1.0 credit of Chemistry
Mathematics	3	<b>*complete*</b>
Physical Education	1.5	Including .5 credit of Physical Education 9, 10, 11 (Elective as a senior)
Health	.5	.5 credit of Health 9
Electives	12	

**\*generic pathway guide\***

***\*College bound, Tech School bound, Work bound***

## **Planning your High School Courses:**

Graduation is an important objective of every student enrolled at Oostburg High School. In addition to meeting requirements for graduation, the student's choice of subjects should have direction and purpose. Choosing classes with a definite goal in mind will better prepare the student for the future. A high school program will need to reflect the student's abilities, interests, and goals. Course selection should reflect the following:

1. The program should fulfill graduation requirement;
2. The student should keep his/her vocational goal in mind;
3. The student should study the entrance requirements for schools for higher education; and
4. Subject should be taken with value, meaning, and appeal to the student.

## **Minimum Course Load:**

Each student is required to take and maintain a minimum of 3.25 credits during each semester to maintain status as a high school student.

## **Class Standing:**

Each student needs to have obtained a minimum number of credits to be considered a member of the sophomore, junior, or senior classes. In order to gain full standing in a class, a student must have met the following standards:

**Sophomore – 6**

**Junior – 13**

**Senior – 19**

A student may regain full standing in a class provided they regain minimum credit requirements.

A student must be a member in good standing, meet the minimum standards qualifications of the class or group he/she would represent in order to hold positions of leadership or special honor (i.e.. class officer, homecoming court, prom court, etc.)

### **Schedule Changes:**

When the students carefully plan the courses they take, the need and problems related to changing a schedule should be at a minimum; however, there are circumstances which do facilitate change. The following situations will sometimes cause changes that are reasonable.

- Changes resulting from a change in career plans;
- Changes resulting from poor performance or improved performance in a prerequisite type course;
- Teacher, counselor, or principal recommendations;
- Changes necessary to meet graduation requirements


Schedules may be changed before the beginning of classes, such as the following, provided there is room in the course:

- Failure to enroll in the minimum course load;
- Changes to correct scheduling conflicts;
- Changes necessary to meet graduation requirements; or
- Changes resulting from summer school experiences.

*After a new semester begins, changes become very difficult for everyone involved. Sometimes there are no alternatives.*

- Teacher recommendations-subject to approval;
- Special circumstances-subject to approval

**Students who withdraw before the end of the semester for a semester course or before the end of a semester for a yearly course may receive a failing grade for the course.**



*The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.*

*– Martin Luther King, Jr.*

## University/College Admission Requirements:

Admission requirements vary according to the college or university's policies. However, the University of Wisconsin system recommends the following preparation for college bound students. This program should prepare students for almost all colleges nationwide.

COURSE	CREDITS	
<b>ENGLISH</b>	4	Including literature and composition
<b>MATHEMATICS</b>	3	Algebra I, Geometry or STEM Geometry, and Algebra II or Algebra/Geometry I, II, III & Algebra II
<b>NATURAL SCIENCES</b>	3	2 of 3 credits must be lab science
<b>SOCIAL STUDIES</b>	3	
<b>WORLD LANGUAGE</b>	1.5	<i>Recommended:</i> at least 2 credits <b>REQUIRED:</b> UW-Madison & UW- Eau Claire for admissions
<b>ADDITIONAL USEFUL SKILLS</b>	.5	Document processing, visual and performing arts, computer programming, and courses in agriculture, business, family and consumer education, or technology education, depending on the student's intended college major.

*These are recommendations only.* See Mr. Cole early in your high school career to be sure that your course of study meets the criteria for the schools for which you are intending to apply.

## Wisconsin Technical Schools:

Technical colleges are open to all citizens. Admissions to specific programs are dependent upon individual ability to meet minimum requirements and prerequisites. One year of algebra is strongly recommended for all students desiring admission to any of the various technical college programs (several programs have specific math and science requirements, check with Mr. Cole for information.)

Students are advised to carefully review their course sections to insure that they can meet all the admission requirements for the school training program of their choice. Colleges are increasingly scrutinizing the level of difficult of the course work taken by students during their senior year. A student who elects to take less demanding course work may find admission to certain colleges and technical programs very difficult.





# Oostburg High School

## Academic Course Offerings

### 2018-19 School Year

## English

English 9		<p><b>Objectives:</b> English 9 focuses on further developing students' skills in reading, writing, speaking, and critical thinking. Students will read and study a variety of literary genres including fiction, non-fiction, poetry, and Shakespearean drama. Students will continue to develop research skills and learn the basics of literary analysis. Additionally, students will practice grammar and usage concepts and apply them to their writing. Building students' composition skills and critical reading abilities is the main goal of the course.</p> <p><b>Methods:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and individual practice. Students also have the option to work one-on-one with their teacher during intervention.</p> <p><b>Course Importance:</b> This course is required in order to graduate from Oostburg High School. The ability to read and comprehend difficult texts and documents is an essential skill for leading a productive, fulfilling life. Additionally, the ability to clearly express yourself in both written and oral communication is a key to success in all occupations.</p>
Grade Level	9	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Ms. Madson	

English 10		<p><b>Objectives:</b> This course develops the students' English skills including proper grammar, critical thinking, academic vocabulary, coherent writing, and clear speaking. Students will be analyzing different types of literature including novels, poems, graphic literature, news articles, short stories, and plays. Students will also be learning how to write a research paper in MLA format. Other focuses include evaluating author's choices while writing, decoding characterizations to find meaning, outlining using researched information, and finding literature techniques throughout multiple genres.</p> <p><b>Methods:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice.</p> <p><b>Course Importance:</b> The ability to read and comprehend difficult texts and documents is an essential skill for leading a productive, fulfilling life. Additionally, the ability to clearly express yourself in both written and oral communication is a key to success in all occupations.</p>
Grade Level	10	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	English 9	
Teacher	Mrs. Leidall	

American Literature		<p><b>Objectives:</b> Students will study a wide variety of works by American authors spanning the 17<sup>th</sup> century through the 21<sup>st</sup> century and including fiction, non-fiction, poetry, prose, drama, and visual art. Students will gain a better understanding of texts through the acquisition and application of various reading strategies. Students will also build upon composition, usage, and grammar skills taught in both English 9 and English 10 by engaging in written critical analyses of works of literature. The formation of a thesis and development of logic will be at the center of composition instruction in addition to the use of sophisticated sentences structures.</p> <p><b>Methods:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, student presentations, and student practice.</p> <p><b>Course Importance:</b> The ability to read and comprehend difficult texts and documents is an essential skill for leading a productive, fulfilling life. Additionally, the ability to clearly express yourself in both written and oral communication is a key to success in all occupations.</p>
Grade Level	11	
Length	1 year	
Credits	1.0	
Cost	--	
Prerequisite	English 9 & 10	
Teacher	Ms. Szyman	

Novels		<p><b>Objectives:</b> This college preparatory course focuses on the novel as a literary form. Students will read voluminously, experiencing a wide variety of novels from a wide range of authors. In response to these readings, students will engage in various kinds of writing and response activities including blogging, readers' notebooks, and response papers. Students will also write several in-depth critical analyses of novels using a variety of critical lenses. Composition instruction will focus on logic and clarity of thought as well depth of analysis.</p> <p><b>Methods:</b> As a college preparatory course, Novels has a heavier workload than an average high school course. Students will engage in a great deal of reading and writing outside of the classroom with in-class time devoted to specific literary elements and composition topics.</p> <p><b>Course Importance:</b> Novels provides critical preparation for any student pursuing a post-secondary degree. Not only will students learn to think and write critically about what they've read, but they will also practice time management, organization, and self-discipline.</p>
Grade Level	12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Teacher approval	
Teacher	Ms. Szyman	



Strategic Reading		<p><b>Objectives:</b> Strategic Reading follows a workshop-based approach which focuses on authentic reading, writing, and discussion. The goal of the course is to learn what good readers do when reading fiction and non-fiction texts. Students will ultimately be able to practice and internalize these core strategies when reading for school, work, or pleasure. Students in Strategic Reading will also learn how to actively participate and collaborate within peer groups.</p> <p><b>Methods:</b> Students will learn through teacher instruction, cooperative learning, class discussion, and student practice.</p> <p><b>Course Importance:</b> This course is designed to help students who need extra literacy support. The reading strategies will assist students with the rigorous reading they must complete in other subject areas. The ability to read and comprehend difficult texts and documents is an essential skill for leading a productive, fulfilling life. Additionally, the ability to clearly express yourself in both written and oral communication is a key to success in all occupations.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Leidall	

Creative Writing		<p><b>Objectives:</b> The Creative Writing course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film) and the power of both print and multimedia formats. They will read professionally written forms of creative writing as models from various genres. Students will be encouraged to write about topics they find engaging while exploring the writing process.</p> <p><b>Methods:</b> Student will learn through whole group instruction, cooperative group work, writing workshops, individual work time, and individualized instruction.</p> <p><b>Course Importance:</b> This course is designed for students who want to explore creativity in writing. Students will be able to expand their critical thinking and creativity through topics and literature that they find interesting.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Leidall	

English 12		<p><b>Objectives:</b> English 12 serves as both a general studies college and career preparatory class and a speech class. Students will take one semester of College and Career Prep English in order to further develop reading and writing skills. They will also practice interview techniques and create a resume. In the opposite semester, students will study how to present a speech. Focusing on vocal anatomy, research strategies, sentence outlining, and speaking technique, they will explore different styles of speeches including demonstration, toast, informative, and persuasive.</p> <p><b>Methods:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, student presentations, and individual practice.</p> <p><b>Course Importance:</b> This course is required in order to graduate from Oostburg High School. The ability to read and comprehend difficult texts and documents is an essential skill for leading a productive, fulfilling life. Additionally, the ability to clearly express yourself in both written and oral communication is a key to success in all occupations.</p>
Grade Level	12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	English 9, 10, and American Literature	
Teacher	Ms. Madson	

* Advanced Composition (TC) Lakeland		<p><b>Objectives:</b> Advanced Composition is a college preparatory course that produces the school paper (<i>The OH-Say</i>) as a means of practicing the implementation of advanced writing skills and techniques. Each class member will be assigned a staff position and work as part of a team to produce six issues of the paper. In addition, students will learn advanced grammar and usage concepts and apply those to a culminating formal research paper based on scholarly sources.</p> <p><b>Methods:</b> Advanced Composition uses the classroom as a "lab setting" to produce a monthly publication. In the process, students will apply writing skills but will also have to practice excellent interpersonal skills in order to accomplish their goals. Effective written and oral communication and the willingness to be a humble, coachable team member are essential to admission into this course. Students are given a high degree of personal responsibility.</p> <p><b>Course Importance:</b> Advanced Composition is the best way students can prepare themselves for both the writing demands and workload of college.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Approval of instructor	
Teacher	Ms. Szymon	

# Mathematics

Algebra 1		<p><b>Objectives:</b> Topics will include working with and manipulating variables and variable expressions, representing and solving for solutions to linear equations and functions, linear inequalities, systems of equations, data analysis, elementary properties of plane and solid geometry logic and isometrics.</p> <p><b>Methods:</b> The main emphasis of this course is to develop and enhance algebraic thinking, along with problem solving and perseverance. You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice.</p> <p><b>Course Importance:</b> Algebra 1 is a course designed as a first math course for all students entering high school who have reached levels of proficiency in their basic arithmetic skills. This class is prerequisite for Geometry and Algebra 2.</p>
Grade Level	9	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Doro	

Geometry		<p><b>Objectives:</b> This course includes probability; extending the number system to include rational, irrational, and complex numbers; quadratics; writing and solving different expressions and equations; triangle similarity and proofs; right triangle trig; and circles with and without coordinates.</p> <p><b>Methods:</b> Students will learn in a variety of ways, including teacher presentation, cooperative learning, class discussion, and student practice.</p> <p><b>Course Importance:</b> This course is needed for admission to post-secondary schools. It is also a prerequisite for Algebra 2. This course reinforces the sense-making introduced in Algebra 1.</p>
Grade Level	9-11	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Algebra 1	
Teacher	Mr. Ehrhorn	

Algebra 2		<p><b>Objectives:</b> This course is intended for all students who want to be ready for the job market, the military, a technical college or a university. Algebra 2 is an extension of the algebra topics to more complicated applications and further topics such as quadratics, functions, exponentials, logarithms, and trigonometry.</p> <p><b>Methods:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice and problem solving. A graphics calculator (TI83+ or TI84) is required for this course as it is an essential part of class.</p> <p><b>Course Importance:</b> This course completes the series of 3 classes designed to have students master the college and career readiness skills. Algebra 2 is a requirement for admissions to most colleges. If you like mathematics, or are planning on majoring in a mathematics related field in college, you should take Algebra 2. Things to consider: This course is an upper level math course and you will be expected to work outside of class on materials and to come in for extra help if/when needed.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Core 2	
Teacher	Mr. Rentmeester & Mr. Ehrhorn	

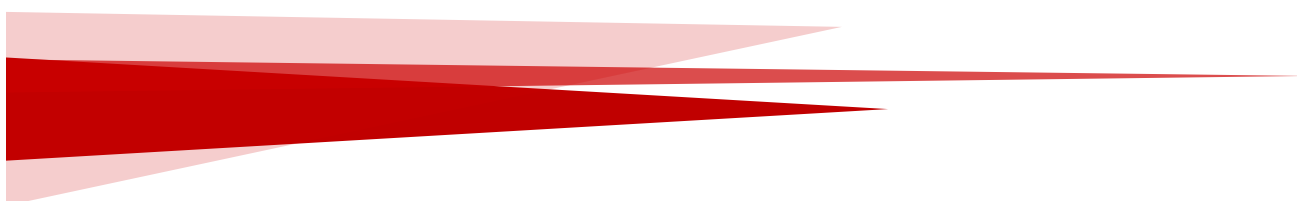
Statistics and Probability		<p><b>Objectives:</b> You will study many ways to organize data including graphs, curves, and scatter plots. You will describe the data using patterns and numbers. Single variable and multivariable data will be covered. Accurate collection of data and running experiments will be discussed. Probability, including randomness, simulation and other probability models will also be studied.</p> <p><b>Methods:</b> You will learn in a variety of different ways including teacher presentation, group activities/labs, class discussion, projects and student practice.</p> <p><b>Course Importance:</b> The ability to understand and interpret data is a skill that will make you a better consumer, citizen, and employee. The use of statistics is used in all jobs in order to evaluate situations and make important decisions.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Algebra 2	
Teacher	Mr. Doro	

* Pre-Calculus		<p><b>Objectives:</b> The twelve basic functions are developed, analyzed and applied to mathematical situations. We will also incorporate advanced trigonometry needed for calculus.</p> <p><b>Methods:</b> You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice and problem solving. A graphics calculator (TI83+ or TI84) is required for this course as it is an essential part of class.</p> <p><b>Course Importance:</b> If you plan on going to college or technical school majoring in an engineering field, accounting or another math related field you should take Pre-Calculus. Things to consider: This course is an upper level math course and you will be expected to work outside of class on materials and to come in for extra help if/when needed.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Algebra II	
Teacher	Mr. Rentmeester	

<b>* AP Computer Science Principles</b>		<p><b>Objectives:</b> AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students develop innovative computational artifacts using the same create processes artists, writers, computer scientists, and engineers use to bring ideas to life. This course emphasizes the vital impact advances in computing have on people and society.</p> <p><b>Methods:</b> Students will learn through investigations, research, partner work, class discussions/presentations, journaling, and projects.</p> <p><b>Course Importance:</b> Computer science is an integral part of our lives, shaping virtually everything from the objects around us to the ways in which we communicate, travel, work, and play. Computer coding is an important language in today's world and has broad applications. Computer science is a powerful force for making a positive difference in the world. It's a field of unbounded potential!</p> <p><b>Note:</b> Any course that has an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	Geometry	
Teacher	Mr. Ehrhorn	

<b>* AP Statistics</b>		<p><b>Objectives:</b> The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:</p> <ul style="list-style-type: none"> <li>• Exploring Data: Describing patterns and departures from patterns</li> <li>• Sampling and Experimentation: Planning and conducting a study</li> <li>• Anticipating Patterns: Exploring random phenomena using probability and simulation</li> <li>• Statistical Inference: Estimating population parameters and testing hypotheses</li> </ul> <p><b>Methods:</b> You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice and problem solving.</p> <p><b>Course Importance:</b> Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.</p> <p><b>Note:</b> Any course that has an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	Algebra II	
Teacher	Mr. Rentmeester	

<b>* AP Calculus AB/BC</b>		<p><b>Objectives:</b> Student will learn the basics of limits, differential and integral calculus.</p> <p><b>Methods:</b> You will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice and problem solving. A graphics calculator (TI83+ or TI84) is required for this course as it is an essential part of class.</p> <p><b>Course Importance:</b> If you plan on going to college and majoring in an engineering field, accounting or another math related field you should take Calculus. Things to consider: This course is an upper level math course and you will be expected to work outside of class on materials and to come in for extra help if/when needed.</p> <p><b>Note:</b> Any course that has an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	Pre-Calculus	
Teacher	Mr. Rentmeester	



## Science

<b>Biology</b>		<p><b>Objectives:</b> This course will survey the unity and diversity of life by investigating complementarity of structure and function, inheritance and variation of traits, natural selection and evolution, matter and energy in organisms and ecosystems, and interdependent relationships in ecosystems.</p> <p><b>Methods:</b> This course is meant to have students think and act like scientists. Through inquiry and reasoning, students will grow in the scientific habits of mind: being observant, curious, creative, and skeptical. Laboratory activities will be central to developing investigations, interpreting data, and evaluating results. In addition, developing and interpreting conceptual, operational, and graphical models will be woven into mini-lessons.</p> <p><b>Course Importance:</b> This biology course is a core science class offered at OHS. This class pairs biology content with college and career readiness skills. It is designed to use life science topics as a vehicle to improve skills in the areas of interpretation of data, scientific investigation, and evaluation of models, inferences, and experimental results.</p>
Grade Level	9	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Ms. Kempf	

Chemistry		<p><b>Objectives:</b> This course will introduce students to a variety of chemistry concepts: structure and properties of matter, energy, chemical reactions, and Earth's systems.</p> <p><b>Methods:</b> The class is structured so that students will participate in a variety of learning experiences including, but not limited to, laboratory activities, inquiry activities, demonstrations, and discussions.</p> <p><b>Course Importance:</b> The chemistry course is a core science class offered at OHS. This course pairs chemistry content with a variety of problem solving and college and career readiness skills. The course will help students understand the processes of science and experimenting, interpret results and informational text, and communicate clearly through a variety of formats.</p>
Grade Level	10	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Biology	
Teacher	Mrs. Hilbelink	

* AP Biology		<p><b>Objectives:</b> Students will become more independent as scientists in research and investigation. The content of advanced biology spirals around four big ideas. The process of evolution drives the diversity and unity of life. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Living systems store, retrieve, transmit, and respond to information essential to life processes. Biological systems interact, and these systems and their interactions possess complex properties.</p> <p><b>Methods:</b> While progressing from the initial biology course, this course still is true to the aim of having students think and act like scientists by being observant, curious, creative, and skeptical. Students will be engaged critically with real published biological research and follow an inquiry-based model. They will generate questions for investigation, choose which variables to investigate, design and conduct experiments, design their own experimental procedures, collect, analyze, interpret, and display data, and determine how to present their conclusions.</p> <p><b>Course Importance:</b> This course is aimed at college and career readiness skills. Students exiting this class will have a firmer grasp on looking critically at the living world as well as a deeper appreciation that biology is a process aiming to better understand what is in us and around us.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	Biology & Chemistry	
Teacher	Ms. Kempf	

* Medical Terminology		<p><b>Objectives:</b> This course will introduce students the language of medicine and is intended for those going into a healthcare related field. Students will learn prefixes, roots, and suffixes of commonly used medical terms through a combination of written and verbal activities. In addition students will gain a working understanding of medical terms by analyzing the anatomy of the human body.</p> <p><b>Methods:</b> Being an accredited college level course, students should expect a rigorous curriculum with an above average workload. Students learning will be graded through regular quizzes, tests, and quarter projects. In accordance to LTC's academic regulations, test retakes will not be allowed. Students earning a C or higher in the course can potentially earn 3 college credits from Lakeshore Technical College.</p> <p><b>Course Importance:</b> Medical terminology is a core science course in most university and technical school medical programs. By taking this course during the high school years, students will not only experience the style of a college level medical course, but will also gain an important understanding in human anatomy and medical terminology.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	10-12	
Length	1 year	
Credits	1 (3 LTC credits)	
Cost	\$75	
Prerequisite	Biology	
Teacher	Mr. Hendrikse	

Genetics & Microbiology		<p><b>Objectives:</b> This course will take an in-depth look into genetics &amp; microbiology. The genetics portion of the course will build off previous knowledge by exploring genes, inheritance, cell specialization, genetic technologies, current happenings, and research in the field. The microbiology portion of the course will build off previous knowledge by exploring bacteria, viruses, prokaryotic structures and growth, microbe-host interactions, current applications in the field, and microbiology technology</p> <p><b>Methods:</b> The class is structured so that students will participate in a variety of learning experiences including laboratory activities, demonstrations, reading, research investigations, interviews and discussions.</p> <p><b>Course Importance:</b> This course is important for any student interested in a biological science and/or healthcare field.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Biology & Chemistry	
Teacher	Mrs. Hilbelink	

Anatomy/Physiology (AS) LTC		<p><b>Objectives:</b> The structures and functions of the human body will be investigated from microscopic to macroscopic levels involving the molecular, cellular, tissue, organ system and organism level of organization emphasizing homeostasis and system integration. The LTC course competencies for general anatomy and physiology will guide the curriculum for this class.</p> <p><b>Methods:</b> This course will emphasize identification of structures and descriptions of functional processes while integrating laboratory components and dissection.</p> <p><b>Course Importance:</b> This elective course allows students to earn advanced standing credit to be applied to degree and certificate programs within the technical college system in Wisconsin. The aim is to investigate human structure and function related to health sciences to prepare health care professionals for advanced classes emphasizing informed decision-making and professional communication with colleagues and patients.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Biology & Chemistry	
Teacher	Ms. Kempf	

Physics		<p><b>Objectives:</b> Students will learn both academic and practical science skills. Academic sciences taught in this class will include forces and motion, electricity, climate / weather, space, waves and electromagnetic radiation. Practical science will include creating and reading tables and graphs, developing scientific experiments, formulating arguments with evidence, and solving science and engineering problems.</p> <p><b>Methods:</b> The structure of physics requires students to participate in daily learning exercises, including inquiry-based laboratory activities, classroom discussions, and close reading activities. Students are expected to read and take notes on each lesson in preparation for daily homework, chapter quizzes, and unit tests.</p> <p><b>Course Importance:</b> After completing this class, students will have genuine understanding of the physical world in which they live. Additionally, they will become proficient in using practical science readiness skills which has been proven to increase success in future careers and college coursework.</p>
Grade Level	11	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Biology & Chemistry	
Teacher	Mr. Hendrikse	

* AP Physics 1		<p><b>Objectives:</b> AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore Newtonian mechanics as well as the basics of circuits and mechanical waves. Concepts include kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.</p> <p><b>Methods:</b> 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. Other learning exercises include classroom discussions, lectures, demonstrations, and close reading activities.</p> <p><b>Course Importance:</b> Physics helps us to understand how the world around us works. Physics provides quantitative and analytic skills needed for analyzing data and solving problems in the sciences, engineering and medicine, as well as in economics, finance, management, law and public policy. Physics is also the basis for most modern technology. This course emphasizes logic and reasoning, and the development of practices and skills related to all STEM fields, such as creating and using models, engaging in scientific questioning and experiment design, data collection and analysis, and working with scientific explanations and theories. Students connect and relate knowledge across various scales, concepts, and representations in and across other academic domains.</p> <p><i>Note: A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</i></p>
Grade Level	12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	Physics	
Teacher	Mr. Hendrikse	

STEM		<p><b>Objectives:</b> Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.</p> <p><b>Methods:</b> Students will learn through creative project-based, problem solving activities that integrate all aspects of STEM.</p> <p><b>Course Importance:</b> This course takes an integrated approach to Science, Technology, Engineering, and Math.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Boenisch/ Mrs. Hilbelink	

## Social Studies

Civics		<p><b>Objectives:</b> Students will learn about citizenship and government, including civic life and politics. They will also learn about the foundation of U.S. government, the rights the American government guarantees its citizens, and a consideration of the duties and responsibilities citizens must exercise to maintain their government. This course will also look into the relationship of American politics and government to other political systems and world affairs.</p> <p><b>Methods:</b> Students will learn from class discussions, debates, lectures, presentations, projects, textbook, and other sources.</p> <p><b>Course Importance:</b> Students will understand the rights and duties of American citizens. They will understand how government works and gain knowledge about how to influence government as a citizen. This course will also develop critical and independent thinking, perspective-taking, and a participatory attitude.</p>
Grade Level	9	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Hansen	

<b>World History</b>		<p><b>Objectives:</b> Students will develop an understanding of the some of the major Western Civilizations, Religions, and Events and their impact on our society.</p> <p><b>Methods:</b> Students will learn through a variety of methods, including readings of text material, outside sources, primary sources and timely current events. Interspersed through this will be lectures, demonstrations, map work, book reports, modified research papers, student prepared presentations, and discussions with partners and within the class.</p> <p><b>Course Importance:</b> Many students have little knowledge of the world outside their sphere. In World History, I/we strive to broaden their horizons so they can develop an understanding of the world and the impact of others and why we are the way we are.</p>
Grade Level	10	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Hansen	

<b>US History</b>		<p><b>Objectives:</b> Students will learn about the developments that have shaped U.S. history including Building a Nation (colonization-1877), Rebuilding a Nation (1877-1914), Challenges at Home and Abroad (1914-1945), and American Since World War II. They will also develop skills relating to the exploration of the skills and strategies underlying U.S. history.</p> <p><b>Methods:</b> Students will explore primary and secondary sources for topical inquiry, interpret timelines, consider point of view, utilize research methodologies, compose position papers and essays, identify cause and effect, look for patterns, and analyze how the past influences the lives of individuals and the development of societies.</p> <p><b>Course Importance:</b> On an academic level, students will improve their ability to interpret, question, analyze, draw conclusions, think critically, predict, evaluate, and deconstruct. On a personal level, this course will help students understand American society and the societal changes that have taken place. Studying history provides a sense of identity, preserves stories, inspires us, teaches us warning signs, and guides us towards the development of positive, productive communities.</p>
Grade Level	11	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Ketterhagen	

<b>* AP US History</b>		<p><b>Objectives:</b> Students will learn about the developments that have shaped U.S. history though the critical analysis of historical events and materials. Develop an understanding of major themes in U.S. history, including American identity, economic and social life, political change and continuity, and the U.S. role in the world.</p> <p><b>Methods:</b> Students will explore events of U.S. history through the use and analysis of documents, images, cartoons, quantitative data, and other primary sources.</p> <p><b>Course Importance:</b> Learn to weigh evidence and interpretations as you build your factual knowledge of U.S. history. Develop your ability to draw conclusions and use informed reasoning to present your arguments clearly and persuasively in essay format. As an AP course, you are able to earn college credit.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	\$94 for AP Exam	
Prerequisite	(none)	
Teacher	Mr. Ketterhagen	

<b>Social Problems</b>		(Information forthcoming)
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Ketterhagen	

# Engineering & Technology Education

Intro to Engineering Design		<p><b>Objectives:</b> Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects.</p> <p><b>Methods:</b> Students work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.</p> <p><b>Course Importance:</b> Students wanting to explore technical trades, engineering, or anything mechanical will benefit from enrolling in the course.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	\$10	
Prerequisite	(none)	
Teacher	Mr. Poppe	

Agriculture Survey		<p><b>Objectives:</b> This course is designed to facilitate an understanding, respect, and appreciation for the role agriculture plays in our community, region, country, and world.</p> <p><b>Methods:</b> Students will be exposed to a series of real-life, practical experiences, which allow students to lead in areas where they have background knowledge. Curricular consideration and modification will be made based on student interests and experience.</p> <p><b>Course Importance:</b> This course will expose students to the variety of career opportunities available through agriculture and provide catalyst/connection to take next steps toward possible co-op and youth apprenticeship opportunities.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Boenisch	

Robotics		<p><b>Objectives:</b> Students will learn to think like robots. Learning about the basics of electrical circuits, students will complete simple electronic projects to enhance their new knowledge. Learning how robots think and how they are programmed will also be a focus of the learning experience. Students will also develop robotic solutions to challenges and problems to compete in a regional robotics competition.</p> <p><b>Methods:</b> Student will learn through a mixture of contextual activities and by solving problems within a group setting.</p> <p><b>Course Importance:</b> Students wanting to explore technical trades, engineering, or anything mechanical will benefit from enrolling in the course.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	\$5	
Prerequisite	(none)	
Teacher	Mr. Poppe	

Design & Engineering		<p><b>Objectives:</b> Students will experience project based learning at its finest. Using engineering fundamentals, the students will complete and compete in various engineering challenges. The projects completed in this course will provide the student with an intimate understanding of the engineering design process, and all of the challenges that come along with seeing large projects come to completion. Projects may vary from year to year, but the fundamental learning remains the same. Project examples: Project Grill; Formula High School, Electrathon, and Supermileage.</p> <p><b>Methods:</b> Student will learn through a mixture of contextual activities and by solving problems within a group setting.</p> <p><b>Course Importance:</b> Students wanting to explore technical trades, engineering, or anything mechanical will benefit from enrolling in the course.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	TBD	
Prerequisite	Drafting/Metals	
Teacher	Mr. Poppe	

STEM		<p><b>Objectives:</b> Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.</p> <p><b>Methods:</b> Students will learn through creative project-based, problem solving activities that integrate all aspects of STEM.</p> <p><b>Course Importance:</b> This course takes an integrated approach to Science, Technology, Engineering, and Math.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Boenisch & Mrs. Hilbelink	



Manufacturing Processes		<p><b>Objectives:</b> This class will teach students about different materials and how to process them to create products and technologies. Through Project Based Learning, students will learn material science and process skills in product design and blueprint reading, order of operations, safe tool and machine operation, fabrication, joinery, finishing, and quality control. Students will begin with a project that is teacher guided as students work through the process in groups to complete the product. As students individually build confidence, knowledge, and skills they will gradually become independent to choose self-determined projects that match their level and interests. This course is a prerequisite to other more advanced Technology and Engineering courses. An additional cost will be charged for materials to complete chosen projects.</p> <p><b>Methods:</b> Students will learn through project-based activities that integrate all aspects of STEM.</p> <p><b>Course Importance:</b> This is an introductory course available to all students who are either interested in a technical career or someone who simply enjoys building, designing, and making things. This course is a prerequisite to other more advanced Technology and Engineering courses.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost		
Prerequisite	(none)	
Teacher	Mr. Boenisch & Mr. Poppe	

Advanced Manufacturing and Metal Fabrication		<p><b>Objectives:</b> Students will advance their knowledge of manufacturing processes by exploring the industry from safety to non-traditional manufacturing processes. Learning CNC programing and machine operation will allow the student to explore technology in a new way. Students will complete complex projects using a combination of machine tools and other technology.</p> <p><b>Methods:</b> Student will learn through a mixture of contextual activities and by solving problems within a group setting.</p> <p><b>Course Importance:</b> Students wanting to explore technical trades, engineering, or anything mechanical will benefit from enrolling in the course. This course is a prerequisite for Advanced Manufacturing and Metal Fabrication and recommended for Design and Engineering.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	TBD	
Prerequisite	Metal Fabrication	
Teacher	Mr. Poppe	

Composites & Polymers		<p><b>Objectives:</b> This course will be the second level class that you will learn about different materials and how we process them to create products and technologies. During this class, you will be focusing on composites and polymers like: engineered wood, fiberglass and carbon fiber, thermoform, and thermoset plastics. Students will study the process of creating and testing engineering wood produces as well as production of a wide variety of plastic products. Students will be given the opportunity to create projects of their choice including: surfboard, long boards, canoes, furniture, etc. Students will design, plan, prototype, construct and finish professional quality products. An additional cost will be charged for materials to complete chosen projects.</p> <p><b>Methods:</b> Students will learn through project-based activities that integrate all aspects of STEM.</p> <p><b>Course Importance:</b> This is an advanced course available to all students who are either interested in a technical career or someone who simply enjoys building, designing, and making things.</p>
Grade Level	10-12	
Length	1	
Credits	1	
Cost	TBD	
Prerequisite	Woods	
Teacher	Mr. Boenisch	

Construction		<p><b>Objectives:</b> This course is an in-depth and comprehensive look at the residential construction industry and the method used. Instruction is primarily hands-on with the students completing projects related to each of the Building Trades including masonry, carpentry, electrical, and HVAC. Areas studied include the following: tool use and safety, building layout, foundation systems, laying concrete block, flooring systems, wall framing, electrical, plumbing, insulation, drywall, finish carpentry, and roofing systems.</p> <p><b>Methods:</b> Students will learn through project-based activities that integrate all aspects of STEM.</p> <p><b>Course Importance:</b> This course is strongly recommended for students who have an interest in the construction trades as a career.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	\$10	
Prerequisite	Woods	
Teacher	Mr. Boenisch	

Architecture and Design		<p><b>Objectives:</b> This course seeks to lay a foundation for a general understanding of Architecture. Through fundamental principles spanning the education, profession, art, and the science of Architecture, the student will encounter a broad survey of vocabularies and conceptual processes. Students will advance their skills in design, craftsmanship, and conceptual ability through the creation of drawings and models.</p> <p><b>Methods:</b> Students will learn through demonstrations, professional readings, interactive digital video, examinations, and projects that provide the means of exploration. Students create a portfolio to demonstrate their work and progress which is submitted for critique by individuals in both secondary and post-secondary education as well as members of the profession. During the second half of the course, students choose an emphasis from the disciplines of architecture, interior design, graphic design, or engineering to create a capstone project.</p> <p><b>Course Importance:</b> Students interested in careers related to architecture, engineering, interior design, graphic design, visual arts, and construction will find this course beneficial to enhance their design skills. Students who wish to pursue a career or continue their education in a related field can utilize the portfolio for admittance into university programs or for potential employers.</p> <p><b>Prerequisites:</b> This course is open to 11-12 grade students and it is highly recommended that students have completed the 2-Dimensional Design art course. Students in 10th grade may be eligible with the consent and signature from the instructor.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	varies	
Prerequisite	(see description)	
Teacher	Mr. Boenisch	



Dutchman Enterprises		<p><b>Objectives:</b> This course is designed to develop an understanding of what it takes to be an entrepreneur and develop a small business. Students will operate their own business out of the high school and will focus on all aspects of today's manufacturing industry. Students use previously learned skills as they assume roles of CEO, research and design, engineering, marketing, accounting, manufacturing, and quality assurance. The students will be responsible for product invention and design, market research, quoting jobs, ordering material, manufacturing parts, quality control, shipping, receiving, invoicing, customer service, accounting, keeping track of hours, maintaining equipment, and everything else it takes to run a business. Students will use lean manufacturing techniques to continuously improve efficiency within the company. The class will also be generating funds to help further our STEM program, and pay a percentage back to students for working hard and smart. Following registration students must complete an application and interview process.</p> <p><b>Methods:</b> Students will work as a team to take ownership of their business and complete responsibilities based on their individual roles. Learning will take place through the process.</p> <p><b>Course Importance:</b> This course is a good choice for all career-focused students, as they will learn all aspects of running a business.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Boenisch	



## Business Education

Flying Dutch Media		<p><b>Objective:</b> This highly unique course is intended for a creative, motivated, self-directed learner who is interested in producing authentic media through hands-on group collaboration. Opportunities include managing school district social media platforms as well as producing district promotions, graphic arts, video content, and the yearbook. By joining this team, students will gain real world experience using state of the art equipment. Students will also learn best practices as well as issues and parameters surrounding media creation and distribution.</p> <p><b>Methods:</b> Students will work on authentic communication, marketing, and branding activities to increase student and community engagement with the Oostburg School District. Media include photography, videography, print (graphic design), and social media. Students will work in interest-driven teams to produce high quality, interesting, and well-rounded multimedia communications that capture the district's events and school culture. This is a student-led course.</p> <p><b>Course Importance:</b> Storytelling about our district will increase community relationships, student engagement and school pride, and transparency to all stakeholders. Students will learn real-world skills (including creation, collaboration, critical thinking, curation, organization, etc.) that could be applied to a variety of careers.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Teacher recomm.	
Teacher	Mrs. Otte	

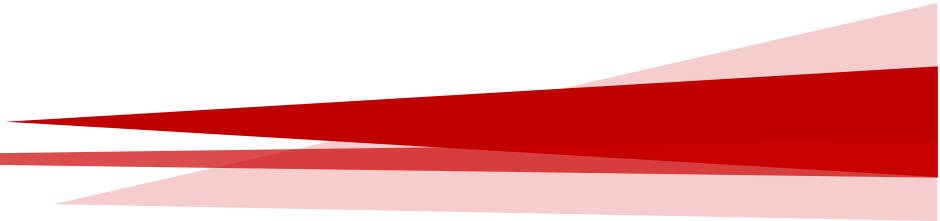
Business 101		<p><b>Objective:</b> Introduce students to the different avenues a business student could pursue in college. The students are exposed to different areas of business they could pursue a career in. The goal is that by the end of the class they have a better understanding of how businesses operate and can narrow down their future career options.</p> <p><b>Methods:</b> Students will learn through researching and reading, hands on activities to apply knowledge, and real world examples of today's business events to apply classroom and help them understand why things happen the way they do in our economy.</p> <p><b>Course Importance:</b> If you are considering going into the business field this class can help give you a better understanding the options a business degree can offer. It can help you narrow your future pathway or expose you to something you may have never considered.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Otte	

Business Management		<p><i>(Information forthcoming)</i></p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Otte	

Accounting		<p><b>Objective:</b> Introduce students to the very basics of accounting. This is an introductory class that teaches the basic skills taught in a level 100 accounting class in college. The course is intended to expose students to what accounting is and how it is done for both a sole proprietorship and a small merchandising company. It is geared toward preparing a future accountant or business degree student toward success in their post high school years.</p> <p><b>Methods:</b> Students will learn through interactive text and workbook along with hands on activities to enhance the content worked through in their workbook.</p> <p><b>Course Importance:</b> If you are considering going into the business field or accounting this class will help you in your future education. It will also expose you to accounting at a young age so you can decide if it is for you or not before you get to college.</p>
Grade Level	10*-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	* Teacher recomm.	
Teacher	Mrs. Otte	

Personal Finance		<p><b>Objective:</b> Introduce students the financial life they will face after high school. This class is intended to equip students with basic knowledge of financial terms, future spending, and economic trends that will affect decision making. Beyond basics the course is intended to educate students to take that knowledge and use it to make sound financial decisions with good reasoning and evidence for why they made the choices they did. The objective of the class is really to set them up for financial success in their future.</p> <p><b>Methods:</b> Students will learn through researching and reading financial materials, hands on activities to apply knowledge, and simulations that project what the future may entail.</p> <p><b>Course Importance:</b> This is an elective class that holds real-life importance. The concepts we talk about ranging from career research to budgeting to taxes to auto insurance are all things students will encounter in their lives after they graduate. Equipping them with knowledge to make good choices will better them, our community, and our state and national economic status.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Otte	

Economics		<p><b>Objective:</b> This course is intended to be a non-technical introduction to the basic concepts in economics, with a focus on the United States. There will be an analysis on macro versus micro economics to expose students to these studies. Also, using fundamental economic concepts, this course provides a foundation for informed decision making regarding current economic debates.</p> <p><b>Methods:</b> Students will learn through many facets including online materials, videos, current events, books, articles, and hands on interactive work to further their knowledge and equip them with skills need to make sound decisions.</p> <p><b>Course Importance:</b> The ability to make good decisions and understand what is happening within our economy and the potential affects it has on our lives is vital to a successful future. This course also allows students who are college bound business majors to equip themselves with important vocabulary and concepts that will ease their struggles in their first college economics course.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Otte	



## Fine Arts

2-Dimensional Design		<p><b>Objectives:</b> Introduce students to the elements and principles of two-dimensional design; including visual organization and color theory and their application in various art forms. Students will learn the fundamental principles and processes of drawing, painting, stenciling, film and digital photography, mixed media, printmaking, and collage. Students will learn how to critique works of art using proper art vocabulary and critical thinking skills. The development of art from its ancient origins to contemporary time will be introduced.</p> <p><b>Methods:</b> Students will learn through hands-on experience using a wide range of mediums to exemplify skills and create meaningful art. Materials include but are not limited to: graphite, ink, film, charcoal, watercolor, tempera paint, and pastels. Art History will be learned through appropriate readings and presentations. Formal and impromptu, in progress critiques will be held in small group and full class settings.</p> <p><b>Course Importance:</b> This is a survey class of basic art concepts which is designed to foster art advocates and expose students to new ways of interpreting the world around them.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	\$20	
Prerequisite	(none)	
Teacher	Ms. Louis	

3-Dimensional Design		<p><b>Objectives:</b> Student will study the basic concepts and materials of three-dimensional form. They will study plane, volume, and mass and their relationship to sculpture. Students will learn the fundamental processes and principles of ceramics, subtractive sculpture, and assemblage sculpture; including three-dimensional design, hand building, throwing, carving, and fabrication. They will learn the entire ceramic process from clay preparation to final glaze firing. In addition to historical and contemporary artists, various cultures and their use of 3D form will be explored.</p> <p><b>Methods:</b> Students will learn through hands-on experience and will use a wide range of mediums to exemplify skills and create meaningful art. Materials include but are not limited to: clay, plaster, wood, paper, metal, and found objects. Relevant historical and contemporary artists and art pieces will be studied through appropriate readings and presentations. Formal and impromptu, in progress and final critiques will be held in small group and full class settings to practice vocabulary and talking about art.</p> <p><b>Course Importance:</b> This course will further develop skills in design and construction and will refine student's craftsmanship in several areas of three dimensional art. Challenges are presented and it is the artist's task to find ways to solve these problems in a creative way.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	\$20	
Prerequisite	(none)	
Teacher	Ms. Louis	

Art Culture		<p><b>Objectives:</b> Students will learn about world cultures and the art they create, including the geographic region, local customs, folklore, reasons for creating art pieces (inspiration and influences), and daily life of the artisans. Students will use traditional techniques, processes, and materials whenever possible. Materials may vary slightly depending on the project to add a contemporary or personal twist to the historic art form. Students will further develop skills in processes learned in 2D and 3D Art including: drawing, painting, fiber arts (weaving, batik), ceramics, and assemblage. Students will study the similarities and differences across cultures.</p> <p><b>Methods:</b> Students will learn through both hands on art experiences and through the reading of articles and stories pertaining to regions or art processes being studied in class. Students will work in both two and three dimensions in this class and will use a wide variety of mediums. Materials include but are not limited to: graphite, fibers, paper, clay, tempera paint, and found objects (both organic and "man-made"). Formal and impromptu in-progress and final critiques will be held in small group and full class settings to practice vocabulary and discussion.</p> <p><b>Course Importance:</b> This course is an introduction to a variety of art forms and cultures. Students will be exposed to different cultures and different ways of thinking. They will be asked to solve problems in a creative way using methods that may be new and challenging.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	\$20	
Prerequisite	Art 2D or Art 3D	
Teacher	Ms. Louis	

Art Studio		<p><b>Objectives:</b> This course is designed for students who have demonstrated a strong potential to excel in one or more areas of art. (Must have permission from teacher to enroll.) Students will use the basic techniques, skills, and vocabulary learned in previous Art courses to add depth and breadth to their artwork. Students will advance their skills in design, craftsmanship, and conceptual ability. They will further communicate their artistic intent by creating art pieces of their choice that convey a meaningful message. Students will learn how to create original, innovative works of art.</p> <p><b>Methods:</b> Students will use a variety of techniques, processes, and materials. Mediums may include, but are not limited to, drawing, painting, sculpture, printmaking, ceramics, fibers, and small metals. Students will develop a portfolio that demonstrates and highlights the advancement of their work throughout the year.</p> <p><b>Course Importance:</b> Students who wish to pursue a career or continue their education in an art related field will develop a portfolio and body of work that can be used for admittance into university programs or for potential employers.</p>
Grade Level	11-12	
Length	1 year	
Credits	1	
Cost	\$20	
Prerequisite	Art 2D, Art 3D, and Art Culture	
Teacher	Ms. Louis	

Theatre		<p><b>Objectives:</b> This is an introductory humanities course designed to introduce students to the basics of theatre and theatre production. Topics covered may include but will not be limited to acting, stage construction, costume design, marketing, and directing.</p> <p><b>Method:</b> Students will learn in a variety of ways including teacher presentation, cooperative learning, class discussion, and student practice.</p> <p><b>Course Importance:</b> Studying theatre brings students closer to the humanities as well as one of the oldest forms of communication. This course teaches skills that are cross-categorical, such as comprehension, analysis, problem solving, and evaluation. Students will also spend a lot of time creatively working together, which is a key skill that many employers look for in their new hires.</p>
Grade Level	10-12	
Length	1 year	
Credits	1	
Cost	\$10	
Prerequisite	(none)	
Teacher	Ms. Madson	

Concert Choir		<p><b>Objectives:</b> This choir is open to all interested students, no audition required. Students of all levels of choral experience will study a variety of musical styles with the incorporation of music theory, basic sight reading, music history and vocal technique. Students will strengthen their skills in solfege and are expected to perform on all major concerts.</p> <p><b>Methods:</b> Students will learn through participation in performance, in-class activities (sight singing exercises, basic composition, close-reading, performance reflections) as well as through their individual labs. Vocal labs are on a 10-day cycle and are required of all high school choir students. Labs give each student a chance at individual growth and include specific goals according to skill level.</p> <p><b>Course Importance:</b> This choir offers anyone an opportunity to be a part of a positive singing experience as well as sharpen skills needed for singing opportunities outside of the school day (church choirs, community choirs, etc.) Singing is a life-long learning opportunity and students will find the support they need within the experiences of this class.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Howell	

Pop and Vocal Jazz		<p><b>Objectives:</b> Students will be introduced to pop and vocal jazz singing techniques.</p> <p><b>Methods:</b> Rehearsals will consist of many listening sessions in order to help students make style considerations. Students will also be able to recognize and study some of pop and jazz's most distinguishable artists. By both listening and analyzing recordings, students will be able to more easily apply concepts and techniques to their singing. Students will be expected to perform at both the Winter Concert and the Spring Concert and will also be offered a chance to compete at Solo and Ensemble.</p> <p><b>Course Importance:</b> This course offers students an experience outside that of Concert Choir. The focus is on contemporary and popular music, giving students a chance to explore non-traditional music genres.</p>
Grade Level	9-12	
Length	1 year	
Credits	.5	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Howell	

Voice		<p><b>Objectives:</b> Participation in this choir is determined by auditions yearly. Students will build upon basic sight singing skills and vocal technique. Students will sing individually, in small groups and in the large group setting, meeting high performance expectations.</p> <p><b>Methods:</b> Students will learn through participation in annual concerts, community performances and district/state competitions. Clinicians will be brought in according to availability. Individual labs are a requirement and are scheduled on a 10-day cycle. After-school rehearsals are scheduled on an as-needed basis. In-class activities (sight singing exercises, basic composition, close-reading, performance reflections) will also be a major part of the learning process. Many of our performance include the use of choreography. Traveling opportunities will arise throughout the school year and are required.</p> <p><b>Course Importance:</b> This choir offers a choral participation opportunity outside of the normal school schedule and allows for a more dedicated and non-traditional approach to a school choral education. Participation in community events and rated performances help create a team-based learning experience, where group success is directly related to the hard work and perseverance of the individual.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	varies	
Prerequisite	Adv. vocal skills	
Teacher	Mrs. Howell	

Band		<p><b>Prerequisite Skill:</b> Students need to be able to play and read music in one of the following instruments only: piccolo, flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone/euphonium, tuba, and percussion.</p> <p><b>Objectives:</b> Students will learn advanced skills in music performance and theory. They will play a variety of repertoire from marching, concert, and popular music, as well as solo &amp; ensemble music. Students will learn to play individually, in small groups, and in large groups.</p> <p><b>Methods:</b> Students will learn by participation and performance in marching band, pep band, and concert band. They will engage in lessons every other week. Participation outside of regular class time is required. (E.g. parades, pep band games, concerts, solo &amp; ensemble). Students may have traveling opportunities.</p> <p><b>Course Importance:</b> This course promotes lifelong learning in music. It will equip students to be able to enter a collegiate, community, or church ensemble after high school with an appropriate level of musicianship. It will give students an opportunity to be a part of something social, yet with a high level of expectations. It will allow students to be a part of a team where their individual participation is absolutely necessary to the success of the group. The band is an essential part of the school culture that promotes school spirit and engagement. It focuses on the importance of preparation, timeliness, punctuality, teamwork, motivation, and dedication.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	Varies by instrument	
Prerequisite	(see description)	
Teacher	Mr. Galezio	

Jazz Band		<p><b>Prerequisite Skill:</b> This class is by permission only from Mr. Galezio. This class is an extension of the school day, and may require students to miss intervention time.</p> <p><b>Objectives:</b> Students will be introduced to various styles of jazz, funk, rock, and fusion music.</p> <p><b>Methods:</b> Students will rehearse towards three concerts and solo &amp; ensemble. They will also participate in various clinic throughout the year. Students will be required to attend rehearsals during half of the lunch hour every other day. Students will be exposed and introduced to basic improvisation techniques within jazz, funk, rock, and fusion music.</p> <p><b>Course Importance:</b> This course offers exposure to jazz music and methods which are entirely separate than concert band. Students will work together to create music that they enjoy and find meaningful contributing positively to the school.</p>
Grade Level	9-12	
Length	1 year	
Credits	.5	
Cost	Varies by instrument	
Prerequisite	(see description)	
Teacher	Mr. Galezio	

# Foreign Language

Spanish 1		<p><b>Objectives:</b> Students will learn foundational Spanish language skills. Content covered in Spanish I will be fundamental to the following courses in Spanish. Basic vocabulary, conversational skills, listening comprehension, and grammar are a primary focus of Spanish I.</p> <p><b>Methods:</b> Students will practice all four language domains including reading, writing, listening, and speaking. Learning will occur in various facets such as independent and guided practice, games, group work, projects, research, and videos.</p> <p><b>Course Importance:</b> This course is important for building the beginnings of new language skills. The course allows students to learn and explore a new culture to expand their understanding of the world around them. Students wishing to continue their education after high school may be required to take a foreign language in order to be accepted.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Nyenhuis	

Spanish 2 and Spanish 3		<p><b>Objectives:</b> Students will learn intermediate to advanced Spanish language skills. Spanish and Latin American culture will be integrated throughout the curriculum. Contextual vocabulary, conversational skills, listening comprehension, writing, reading, and grammar are all important facets of Spanish 2 and 3.</p> <p><b>Methods:</b> Students will practice all four language domains including reading, writing, listening, and speaking. Learning will occur in various facets such as independent and guided practice, games, group work, projects, research, and videos.</p> <p><b>Course Importance:</b> This course is important for building upon foundational Spanish language skills. The course allows students to continue learning and exploring new cultures to expand their understanding of the world around them. Students wishing to continue their education after high school may be required to take a foreign language in order to be accepted.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	Spanish 1 and Spanish 2, respectively	
Teacher	Mrs. Anderson	

* AP Spanish		<p><b>Objectives:</b> Students will learn language structures in context and use them to convey meaning. The goal of the AP program is to engage students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, social media, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).</p> <p><b>Methods:</b> The AP Spanish course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP course is structured in a thematic format in order to facilitate the integration of language, content, and culture and to promote the use of the language in a variety of contexts. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.</p> <p><b>Course Importance:</b> The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use. Advanced language learning offers social, cultural, and academic benefits that will serve students throughout their lives. The proficiencies acquired through the study of a foreign language and the culture endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.</p> <p><b>Note:</b> A course with an * in front of its title is considered a college prep course and is weighted on a 5 point scale.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	\$94	
Prerequisite	Spanish 3 (or teacher approval)	
Teacher	Mrs. Anderson	

## Physical Education

Physical Education (9/10)		<p><b>Objectives:</b> The students will be learning about and playing different individual and team sports, lifetime activities, weight training, as well as, learning about different fitness concepts. Example of Activities: team building, fitness testing, flag football, team handball, dodgeball, lacrosse, rock climbing, floor hockey, winter recreation, badminton, pickleball, basketball, soccer, ultimate Frisbee, speedball, softball, biking, fitness testing, archery, orienteering, P90X, bowling, aerobics, rock climbing, personal fitness, pickleball, yoga, golf, tennis, disc golf, and yard games.</p> <p><b>Methods:</b> The students will learn by doing in class. Students are expected to participate at a high level on a daily basis.</p> <p><b>Course Importance:</b> The students will learn fitness concepts and lifetime activities that they will be able to apply to their own lives once they are out of high school. Living a healthy and active lifestyle is vital for the students' overall well-being so it is important to learn the skills and develop active habits while they are still young.</p>
Grade Level	9-10	
Length	1 year (45 min. class)	
Credits	.5	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Antes & Mr. Ohlfs	

Dual/Individual Sports		<p><b>Objectives:</b> Students will participate in activities that challenge them both physically and mentally. They will need to use problem solving, cooperation, and risk taking skills in order to successfully experience all that dual and individual sports has to offer. Examples of activities: Teambuilding, biking, archery, trust, orienteering, rock climbing, winter recreation, badminton, roller blading, golf, yard games, downhill skiing, high ropes course, bowling, table tennis, and pickleball.</p> <p><b>Methods:</b> The students will learn by doing in Dual and Individual Sports class. Students are expected to participate at a high level on a daily basis.</p> <p><b>Course Importance:</b> The students will learn fitness concepts and lifetime activities that they will be able to apply to their own lives once they are out of high school. Living a healthy and active lifestyle is vital for the students' overall well-being so it is important to learn the skills and develop active habits while they are still young.</p>
Grade Level	11-12	
Length	1 year (45 min. class)	
Credits	.5	
Cost	\$50	
Prerequisite	(none)	
Teacher	Mrs. Antes & Mr. Ohlfs	

Health		<p><b>Objectives:</b> Throughout this class students will explore many different aspects of health including; nutrition, physical activity, drugs and tobacco abuse, relationships, growth and development, diseases and disorders, and environmental health.</p> <p><b>Methods:</b> Students will explore these topics through worksheets, group projects, presentations, and papers.</p> <p><b>Course Importance:</b> In health class students learn fundamental skills needed to live a healthy lifestyle once they are done with high school. Health also has a strong emphasis on writing, which combined with freshmen English will help prepare them for the rest of their high school career as well as college.</p>
Grade Level	9	
Length	1 year (45 min. class)	
Credits	.5	
Cost	--	
Prerequisite	(none)	
Teacher	Mrs. Antes	

Strength & Fitness		<p><b>Objectives:</b> Strength and Fitness is a course designed to give the students a solid foundation in developing their own personal fitness plan. Students will learn about a variety of training methods and principles.</p> <p><b>Methods:</b> Students will spend time in the classroom learning about the human body and how the body works during exercise. They will also spend time in the gym and fitness center participating in various training methods. The students will demonstrate their understanding through active participation in the training methods and leading workouts. This is a participation based class that students need to be ready to workout daily at a high intensity level.</p> <p><b>Course Importance:</b> Students will learn fitness concepts that they will be able to apply to their own lives once they are out of high school. Living a healthy and active lifestyle is vital for the students overall well-being so it is important to learn the skills and develop active habits while they are still young.</p>
Grade Level	9-12	
Length	1 year	
Credits	1	
Cost	--	
Prerequisite	(none)	
Teacher	Mr. Ohlfs	

<b>Nutrition &amp; Wellness</b>	
Grade Level	9*-12
Length	1 year
Credits	1
Cost	--
Prerequisite	(none)
Teacher	Mr. Ohlfs

**Objectives:** This course is designed to help students make important informed decisions about their own diet, health and wellness. Students will analyze their own diets and explore ways they can improve their daily eating habits. Students will have the opportunity to plan and cook nutritious meals. The students will learn healthy lifetime eating concepts that they will be able to apply to their own lives.

**Methods:** Students will be engaged in learning activities that will increase their knowledge of various health and nutrition topics. This class will stress the crucial role in eating a nutritious diet and the need to adopt healthful eating and activity patterns as permanent lifestyle habits. The students will demonstrate their learning through class projects, assessments, and cooking labs.

**Course Importance:** This course is important in helping students develop healthy eating habits early in life. Students will develop healthful cooking techniques that they will be able to use beyond the classroom. They will leave this class being able to analyze and comprehend food claims and nutrition labels.

\* Note: This class is not recommended with Freshmen Health

<b>Team Sports Challenge</b>	
Grade Level	11-12
Length	1 year (45 min. class)
Credits	.5
Cost	--
Prerequisite	(none)
Teacher	Mrs. Antes & Mr. Ohlfs

**Objectives:** Students will be learning about and playing different team sports in a highly competitive setting. Examples of Activities: flag football, team handball, dodgeball, lacrosse, rock climbing, floor hockey, personal fitness, winter recreation, badminton, pickleball, basketball, soccer, ultimate Frisbee, and softball.

**Methods:** The students will learn by doing in Team Sports Challenge class. Students are expected to participate at a high level on a daily basis.

**Course Importance:** The students will apply fitness concepts and lifetime activities that they have learned to competitive team sports activities. People who are physically fit are also healthier, are able to maintain their most optimum weight, and are also not prone to cardiac and other health problems.



*"Growing Together"*