

Kohler High School

Course Description
Catalog
2025-2026

KOHLER PUBLIC SCHOOLS
333 Upper Road
Kohler, WI 53044

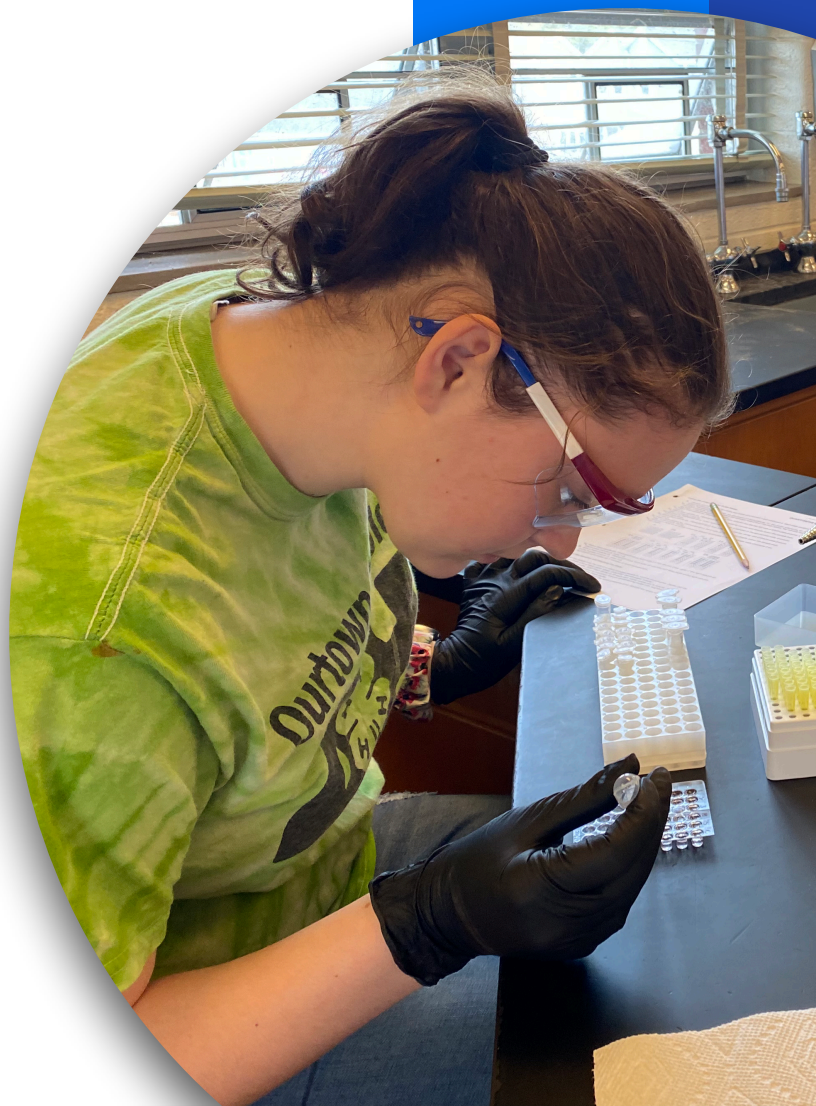
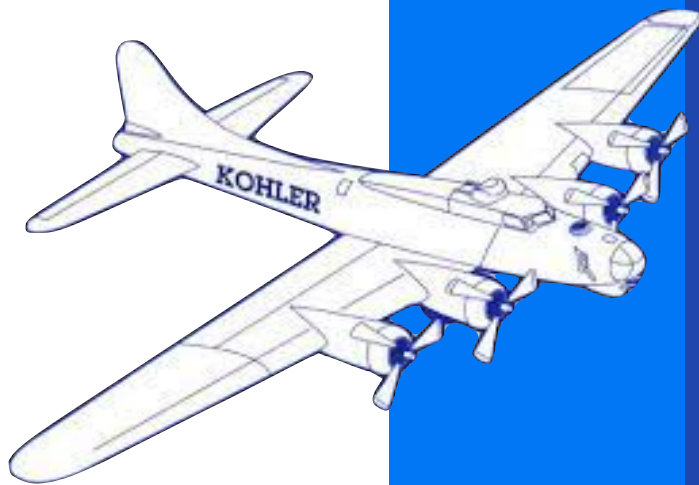


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Our Mission:

Every day at Kohler Schools we **inspire** inquiry; **engage** hearts, minds and bodies; and provide supports to ensure all students can **achieve** success.

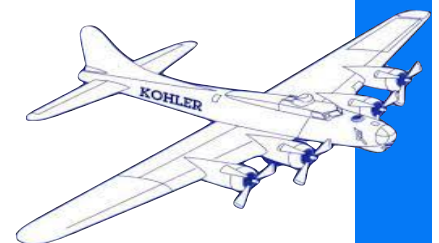
The Kohler High School Course Description book contains information for students and parents about courses offered at Kohler High School. This information will assist you in making decisions about next year's courses.

Course selections should be guided by information collected from several sources: graduation requirements, student strengths and interests, parents, advisors and printed materials. This planning guide is subdivided by departments and includes descriptions of class offerings, recommendations and instructions. Please read the information carefully.

All courses, including Career and Technical Education course are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, 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 its student programs and activities.

Regardless of how carefully courses are organized, how programs are planned and how faculty assignments are made, it may be necessary to cancel a class or change a program due to federal or state mandates, agency regulations or insufficient enrollment. School officials reserve the right to alter or cancel academic or extracurricular activities required by changing conditions.

The Kohler School District does not discriminate against pupils on the basis of sex, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, 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 its student programs and activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.



Graduation requirements

The Board of Education requires students to earn 26 CREDITS in order to graduate from Kohler High School.

The number of credits required for students in an academic year is as follows:

YEAR	CREDITS per SEMESTER	CREDITS per YEAR	CUMULATIVE CREDITS
9	3.25	6.5	6.5
10	3.25	6.5	13
11	3.25	6.5	19.5
12	3.25	6.5	26

Students earn a minimum of twenty-six (26) credits in order to graduate from the District. These credits must be distributed in the following subject areas:

COURSE	CREDITS
English Language Arts	4
Social Sciences	3
Mathematics	3
Science	3
Fine or Applied Arts	0.5
Health	0.5
Physical Education	1.5
Personal Finance	0.5

In order to be granted a high school diploma, a student must successfully complete a civics assessment.

Course offerings



English Language Arts

English 9 (1 credit)
English 10 (1 credit)
English 11 (1 credit)
English 12 (1 credit)
Honors World Literature ^H (1 credit)
AP Language ^{AP} (1 credit)
AP/College Credit Literature ^{AP} (1 credit)

Social Sciences

World History (1 credit)
US History (1 credit)
US Government (0.5 credit)
Economics (0.5 credit)
Psychology (0.5 credit)
AP US Government & Politics ^{AP} (1 credit)

Mathematics

Algebra I (1 credit)
Algebra 2 (1 credit)
Honors Algebra 2 ^H (1 credit)
Geometry (1 credit)
Intermediate College Algebra ^{TC} (1 credit)
Pre-Calculus ^H (1 credit)
AP Calculus ^{AP, C} (1 credit)
AP Statistics ^{AP} (1 credit)

Science

Physical Science (1 credit)
Biology (1 credit)
Honors Biology ^H (1 credit)
Chemistry (1 credit)
Honors Chemistry ^H (1 credit)
Physics (1 credit)
AP Physics 1 (1 credit)
AP Biology ^{AP} (1 credit)
Human Anatomy and Physiology (1 credit)
Biotechnology (0.5 credit)
Medical Terminology (0.5 credit)

World Language

Spanish I *(1 credit)*
Spanish II *(1 credit)*
Spanish III *(1 credit)*
Honors Spanish III *(1 credit)*
Honors Spanish IV *(1 credit)*

Physical Education & Health

Physical Education 9 *(0.5 credit)*
Individual & Team Sports *(0.5 credit)*
Fitness & Weight Training *(0.5 credit)*
Lifetime Sports *(0.5 credit)*
Health *(0.5 credit)*

Visual Arts

Art Studio I *(0.5 credit)*
Art Studio II *(0.5 credit)*
Art Studio III *(0.5 credit)*
Art Studio IV *(0.5 credit)*
Graphic Design *(0.5 credit)*
Fundamentals of Photography *(0.5 credit)*
Advanced Photography *(0.5 credit)*
Ceramics *(0.5 credit)*

Business Education

Business Management *(0.5 credit)*
Business Law *(0.5 credit)*
Marketing *(0.5 credit)*
Personal Finance *(0.5 credit)*



Music

Concert Choir *(1 credit)*

Symphony Band *(1 credit)*

Honors Symphony Band ^H *(1 credit)*

Music Appreciation: Music in Popular Culture *(0.5 credit)*



Technology Education

Woods & Technology *(0.5 credit)*

CAD Fab I & II *(0.5 or 1 credit)*

Manufacturing & Metalwork *(0.5 credit)*

Introduction to Modern Technology in Manufacturing
& Production *(0.5 credit)*

Additional Programs

Job Shadow

Teachers Assistant/Service *(0.5 credit)*

Work Study *(0.5 credit)*

Early College Credit Program/SCN *(credit varies)*

Off-campus Courses

Youth Apprenticeship

Notations

AP = Advanced Placement
(College Board)

C = College Credit
in High School

H = Honors

TC = Transcribed Credit
(Lakeshore Technical
College)

SCN = Start College Now

Additional Information & Options

Schedule Changes

There is very limited flexibility in making course changes once the master schedule is established. If there are compelling or extenuating circumstances that warrant consideration for a course change after student schedules are finalized, students should complete a schedule change request form - available in the high school office - within the first three days of the semester. Parent and Guardian signature is required for all schedule changes.

Changes made after the third day of classes require the following steps:

1. A conference with the school counselor to discuss the reason for dropping or adding a course.
2. An agreement between the student, the parent, the teacher of the subject to be added or dropped, and the school counselor.
3. Students will only be able to drop or add a course if all parties agree that doing so is in the best interest of the student.
4. **Courses dropped after the third day up until midquarter will result in a “W” withdraw grade on the student’s transcript.** No credit will be awarded. Adding a course beyond the third day of classes requires that all make-up work prior to adding the class must be done in order to receive credit. **Courses dropped after the first mid-quarter will result in a failing grade.**

A student must remain in class until all drop procedures are completed.

Grading System

PERCENTAGE	GRADE	GRADE POINT
100.00-93.00	A	4.00
92.99-90.00	A-	3.67
89.99-87.00	B+	3.33
86.99-83.00	B	3.00
82.99-80.00	B-	2.67
79.99-77.00	C+	2.33
76.99-73.00	C	2.00
72.99-70.00	C-	1.67
69.99-67.00	D+	1.33
66.99-63.00	D	1.00
62.99-60.00	D-	0.67
59.99-Below	F	0.00

Courses will be weighted by an additional 0.33 for each honors course taught by Kohler High School teachers and an additional 0.66 for each College Board AP accredited course taught by educational institutions and online schools.

Ranking

Kohler High School does not rank its students.

FAILED COURSES

A student receiving the grade of “F” for any Kohler High School course may retake the Kohler High School course and receive the higher of the two grades. The transcript will not show the failing grade or include it in the GPA. If a student enrolls in a similar course off campus, the transcript will display the “F” for the prior course and the grade for the off campus course.

ADVANCED CREDIT, DUAL ENROLLMENT & OTHER COURSE OPTIONS

It is the State Superintendent's goal that all students in Wisconsin, regardless of where they live, should have the opportunity to earn some postsecondary credentials while still in high school. The results will be multifold: young people succeeding in college-level courses during high school and graduating high school college and career ready; increasing the number of students who go on to enroll and succeed in higher education; and reducing the total time to degree – saving students and families money.

High school students can currently earn college credit in a variety of ways at Kohler High School, including Advanced Placement exams, Part-Time Open Enrollment, Early College Credit, Start College Now, College Credit in High School (CCHS) through Lakeland University, and transcribed credit through the Wisconsin Technical College System (WTCS).

ADVANCED PLACEMENT (AP)

Advanced Placement is a high school academic program with courses in more than 30 subjects that culminate with college-level assessments. Exams are graded on a scale of one to five, with a score of three or higher considered successful and eligible for credit or advanced standing at most colleges and universities. According to the College Board, earning a score of three or higher on an AP exam is a good predictor of a student's ability to succeed in college academic studies and graduate.

Additionally, while the AP coursework provides strong preparation for the AP exam and an introduction to college-level work, it is worth noting that students do not need to take a formal AP course to take the AP exam in a subject area. Students interested in taking an AP exam need to register with the instructor of the course, or with the high school support staff in the case when a student desires to take the exam without taking a formal AP course by March 1st . The cost of AP exams is \$97 per exam in 2023-24.

AP Courses offered at Kohler High School include: AP Language & Composition, AP Literature & Composition, AP Calculus, AP Statistics, AP US Government & Politics, and AP Biology.

ARTICULATED – ADVANCED STANDING & RETROACTIVE CREDIT

Wisconsin high school students may take high school courses for which advanced standing or retroactive credit is available upon enrollment at a post-secondary school. For example, advanced standing agreements have been developed between technical colleges and school districts when a high school course or courses contain competencies that are recognized as equivalent to those in a technical college course. The technical college credit awarded for this high school coursework is not only available at the technical college with which the high school has the articulation agreement, but also must be accepted as credit for any comparable course at any other technical college to which a student applies.

RETROACTIVE CREDITS

Most colleges and universities offer retroactive credit for foreign languages taken by students while in high school, if a student takes the next level course at the college level and earns a satisfactory grade, as determined by the institution. Universities may award retroactive credits in a world language if a student has taken and passed the next level college class with a grade of B or higher.

DUAL CREDIT/DUAL ENROLLMENT

Dual credit or dual enrollment programs allow students to earn high school and college credit simultaneously for the same course. Kohler High School offers the following dual enrollment options, including Early College Credit Program (for public and private colleges and universities in Wisconsin), Start College Now, Transcribed Credit through the WTCS and College Credit in High School (CCIHS).

EARLY COLLEGE CREDIT PROGRAM (ECCP)

Under the Early College Credit Program, any public high school pupil that has completed the 10th grade may enroll in an institution of higher education – defined to include a UW System institution, a tribal college, or a private, nonprofit institution of higher education located in this state – for the purpose of taking one or more nonsectarian courses while attending in the district. Any high school student who is not attending a technical college is eligible to participate in ECCP. Pupils must submit an application to the institution of higher education during the previous semester and must indicate on the application whether they will be taking the course or courses for high school credit or postsecondary credit or both, if applicable.

An institution of higher education must admit a pupil to attend a course if the pupil meets the requirements and prerequisites of the course and there is space available in the course. See board policy #2271 for more information.

If a student receives a failing grade in a course or fails to complete a course, for which the board has made payment, the student's parent or guardian, or the student if s/he is an adult, may be required by the Board to reimburse the Board the amount paid on the student's behalf to the extent permitted by law to do so. See board policy #2271.01 for more information.

START COLLEGE NOW (SCN) PROGRAM

Under the Start College Now Program, any public high school pupil that has completed the 10th grade and who meet the eligibility criteria, to take courses at a technical college for the purpose of earning both high school and postsecondary credit. Students who wish to attend a technical college under this policy must request attendance and, if the student is a minor, must provide written approval from the student's parent. If a student receives a failing grade in a course or fails to complete a course, for which the board has made payment, the student's parent or guardian, or the student if s/he is an adult, may be required by the Board to reimburse the Board the amount paid on the student's behalf to the extent permitted by law to do so. See board policy #2271.01 for more information.

PART TIME OPEN ENROLLMENT

Under part-time open enrollment, a pupil enrolled in grades 9-12 in a public school may attend public school in a nonresident school district to take a course offered by the nonresident school district; however, a pupil may attend no more than two courses at any time in nonresident school districts.

TRANSCRIPTED CREDIT (TC)

Wisconsin high school students can earn technical college credit through transcribed credit, under which both the high school and the respective technical college provide students credit for the same course. The course is taught either by a WTCS certified technical college instructor or a high school instructor who holds a current DPI license in a related field and has been granted WTCS articulation certification. Upon successful completion of the course, grades are posted to an official technical college transcript, and credit is earned at the technical college and high school level simultaneously.

Transcripted credit allows students to earn postsecondary credits for courses taught at the high school level tuition-free.

Transcripted credit involves a written contractual agreement between the individual technical college and the school district involved, which must include a cost-neutral arrangement for the school districts and technical colleges involved, and stipulates that students are not charged for the 8 courses. All courses taken for technical college credit appear on a student's transcript, and are transferrable to other technical colleges who have the same program.

Transcripted credit is offered through Intermediate College Algebra (College Technical Math 1A).

COLLEGE CREDIT IN HIGH SCHOOL (CCIHS)

The College Credit in High School Program (CCIHS) is an accredited program offered to high schools. CCIHS classes are pre-qualified courses that meet Lakeland University, University of Wisconsin Green Bay criteria and North Central Association of Colleges and Schools (NCA) accreditation standards that allow Kohler High School students to receive college credit and high school credit for the same course. Students enrolled in these courses may receive both high school and college credit, providing that they pay for the cost of the college credit. If they do not pay the tuition for the college credits, students can enroll in the course, but will only receive high school credits for the course. Students will not be required to go through the formal admission procedure in order to register for CCIHS credits. Tuition for the courses will be \$110 per credit for a total of three/four credits of work. Registration forms and fees should be turned into the instructor for the course.

Students may not use the Early College Credit Program (ECCP) to pay for the cost of the college credits because, by definition, CCIHS courses are offered at the high school and ECCP only pays for credits earned at a college and are not available via the high school course catalog.

CCIHS opportunities are offered in the following Kohler High School courses at University of Wisconsin Green Bay: AP Calculus (MATH 202), Pre-Calculus (MATH 104) and AP Literature (ENGLISH 104).

Additional High School Options

INDEPENDENT STUDY

Independent study may be available to a student for one semester (0.5 credit) or one year (1 credit). The student must work with the counselor to explore this option.

JOB SHADOWING

Job Shadowing is an opportunity designed for sophomore, junior and senior Kohler High School students to personalize the career exploration process. The student will pair with seasoned workers from business/industry. The student and his/her parent(s) are responsible for all Job Shadowing site selections, correspondence, and follow-through. A parent/guardian may not supervise their own child.

ONLINE LEARNING

Kohler High School allows students the option of taking courses via established online learning providers. These courses are intended for learners who have interests in courses not available on-site. Students need to be self-driven and able to work well independently in order to be successful with these modes of instruction. Links to the online and distance learning providers as well as the course request form for online learning are available in the main office.

TEACHER ASSISTANCE (TA) PROGRAM

Students may earn a maximum of 0.5 credit for helping a teacher in the classroom as a teacher assistant. Students must complete a Teacher Assistant program form/contract in order to participate. If a student selects to be a TA for more than one semester, the TA hours will reflect as TA volunteer service hours on their transcript.

YOUTH APPRENTICESHIP (YA)/INTERNSHIP

Youth apprenticeship (YA)/internship is an opportunity for sophomores, juniors, and seniors to earn credits while also gaining the experience of an on-the-job training. By joining the program, students may benefit in the following ways:

- assistance with job search
- have work release time
- support throughout employment
- learn in the classroom and on the job
- gain entry-level, hand-on experience
- build a professional network
- earn high school credit and money

PROMOTION, PLACEMENT & RETENTION

The Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at various stages of their growth. It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own personal development. Refer to School Board policy #5410.

EQUAL EDUCATION OPPORTUNITY/ANTI-HARASSMENT

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, including transgender status, 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 its student programs and activities.

Academic Career Planning (ACP)

Academic and Career Planning is an ongoing process to actively engage students to:

- a) Develop an understanding of his or her self
- b) Create a vision of his or her future
- c) Develop individual goals
- d) Prepare a personal plan for achieving the vision and goals

Further, ACP is a product that documents and reflects students':

- a) Coursework
- b) Learning and assessment results
- c) Post-secondary plans aligned to career goals and financial reality
- d) Record of college and career readiness skills

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of the Department of Public Instruction's (DPI) overall vision for every student to graduate high school, college and career ready. That means students must be competent both socially and emotionally.

We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things are not quite going their way. When put together, it is about making them productive adults with satisfying careers.

Developing a 4-year plan

Freshman Year

Requirements: 6-8 credits

- ☐ **English 9** 1 credit
- ☐ **Geometry** or **Algebra 1** 1 credit
- ☐ **World History** 1 credit
- ☐ **Physical Science** 1 credit
- ☐ **Physical Education/Health 9** .5 credit

ELECTIVES

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Sophomore Year

Requirements: 6-8 credits

☐ **English 10** or **Honors World Literature** 1 credit

☐ **Geometry** or **Algebra 2** 1 credit

☐ **US History** 1 credit

☐ **Biology** or **Honors Biology** 1 credit

ELECTIVES

Junior Year

Requirements: 6-8 credits

- ☐ **English 11** or **AP Literature** 1 credit
- ☐ **(Honors) Chemistry, (Honors) Physics, Anatomy & Physiology**
and/or **AP Biology** 1 credit
- ☐ **Algebra 2** or **Honors Algebra 2** or **Pre-Calculus** 1 credit
- ☐ **US Government** or **AP US Government & Politics** 0.5 or 1 credit
- ☐ **Personal Finance** 0.5 credit

ELECTIVES

Senior Year

Requirements: 6-8 credits

☐ **Senior Portfolio or AP Language & Composition** 1 credit

ELECTIVES (need 6-7 credits of electives)

Co-curricular Involvement

CLUB / ORGANIZATION	ADVISOR	RELATED CAREER CLUSTER
Art Club	Jess Ott, ottj@kohler.k12.wi.us	Arts, AV Technology and Communications
BioClub	Choi Maner, manerc@kohler.k12.wi.us	Education and Training Health Science STEM
Chess Club	Shannon Fitchko, fitchkos@kohler.k12.wi.us	
DECA	Colleen O'Laughlin, olaughlinc@kohler.k12.wi.us	Business Management & Administration Education & Training Government & Public Administration Hospitality & Tourism Human Services Marketing
Drumline & Pep Band	Claire Dickson, dicksonc@kohler.k12.wi.us	Arts, AV Technology and Communications
Forensics	John Schad, dicksonc@kohler.k12.wi.us OPEN	Arts, AV Technology and Communications
GSA	OPEN	Education & Training Human Services Marketing
HOSA	Choi Maner, manerc@kohler.k12.wi.us	Education and Training Health Science
Jazz Ensemble	Claire Dickson, dicksonc@kohler.k12.wi.us	Arts, AV Technology and Communications

CLUB / ORGANIZATION	ADVISOR(S)	RELATED CAREER CLUSTER
Key Club	Kristin Romanoski, romanoskik@kohler.k12.wi.us	Education & Training Hospitality & Tourism Human Services Marketing
Madrigals & Voce A Capella	Eva Stokes, stokese@kohler.k12.wi.us	Arts, AV Technology and Communications
Math Team	Zona Karoliussen karoliussenz@kohler.k12.wi.us	Education & Training Finance STEM
National Honors Society (NHS)	Rebecca Bruder-Ebert, bruder-ebertr@kohler.k12.wi.us Kristin Romanoski, romanoskik@kohler.k12.wi.us	Education & Training Government & Public Administration
Science Olympiad	Choi Maner, manerc@kohler.k12.wi.us	Architecture & Construction Health Science Manufacturing STEM
Student Council	Kira Schutzkus, schutzkusk@kohler.k12.wi.us Courtney Nachreiner, nachreiner@kohler.k12.wi.us	Business Management & Administration Education & Training Government & Public Administration Hospitality & Tourism Human Services Marketing
Yearbook	Jess Ott, ottj@kohler.k12.wi.us	Arts, AV Technology and Communications Marketing

Business Education

The goal of Business Education is to educate students for business and about business. Students should enroll in business classes to prepare them for personal financial decisions as well as prepare them for college coursework. Also, in today's technological society, it is imperative to become computer literate.

BUSINESS LAW

Credit: .5

Recommended Grade Level: 10-12

This course provides a practical understanding of the impact of law and the legal system on business and business owners. Topics include an introduction to criminal business and tort law; sales and contract law; employment law; intellectual and property law; and forms of business ownership.

MARKETING

Credit: .5

Recommended Grade Level: 10-12

This is a course designed to serve as an introduction to the basic principles of marketing, practices, and the application of these practices. Each student will develop leadership and problem-solving skills, understand the importance of making ethical decisions, develop public speaking and presentation skills, analyze possible solutions to specific business problems, develop business leadership skills, and develop an increased understanding of the business world. This course is conducted through lecture, engaging activities, group paced instruction, hands-on practice, and discussion. Assignments range from a mix of daily assignments, notes, activities, tests, projects graded on effort/attempt, as well as projects graded on overall appearance and completion of given requirements.

Business Education

BUSINESS MANAGEMENT

Credit: .5

Recommended Grade Level: 10-12

This course trains students in the basic concepts of management and the characteristics, organization, and operation of business as a major sector of modern society. Instruction includes a general overview of American business; forms of business ownership with an emphasis on small business; management functions; personnel management, labor management relations; trends in policies, procedures, and public and human relations. This course includes classroom instruction and a semester-long small business simulation.

PERSONAL FINANCE

Credit: .5

Recommended Grade Level: 11-12

*Required for graduation

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

English Language Arts (ELA)

All students are required to complete four years of English credits.

ENGLISH 9

Credit: 1.0

In this novel-focused class, students will further the study of English Language Arts through authentic discussion, composition, and reading. As opposed to a one-class-fits-all approach, English 9 focuses on choice readings and skill differentiation which provides chances for all students to be engaged in learning while showing individual growth. Expert writing models will be analyzed from the artist's point of view in order to improve students' use of literary techniques in their own writing. Close reading and book discussions will help students authentically reflect and evaluate various class readings. Throughout the course, students will read a large range of literature with various levels of text complexity including: argumentative, informative, and narrative texts; poetry; and novels such as: Maus, Night, Persepolis, Romeo and Juliet, Fahrenheit 451, and To Kill a Mockingbird.

ENGLISH 10

Credit: 1.0

The class will focus on specific reading strategies in an effort to improve students' reading comprehension and ability to think critically about issues presented in novels. We will also be tackling how reading and writing are connected through various writing mediums. Throughout the semester we will be targeting various reading and writing strategies. All of the work we will be covering will be focused on increasing students' proficiency in reading and writing and prepare them for college. In order to pass this class students' must reach target proficiency in several categories. Throughout the course, students' will engage with various novels and readings. Topics will include world literature, young adult fiction, graphic novels, along with short stories.

English Language Arts (ELA)

ENGLISH 11

Credit: 1.0

Recommended Grade Level: 11

This class will focus on the study of language, literature, composition, and oral communication, with a specific focus on exploring characterization across universal themes, such as the American Dream and American perspectives, and a variety of genres. With a focus on American Literature, students will use literary interpretation, analysis, comparison, and evaluation to read and respond to representative works of historical and /or cultural nonfiction and fiction. Students will not only examine, but also compose various types of writing, including college essay preparation. These will include literary analysis, satire, synthesis, and narrative, along with delivering grade-appropriate multimedia presentations. With the inclusion of public speaking elements, students will also develop persuasion skills through ethos, pathos, and logos. This course will prepare students for college level writing, reading, and speech courses.

ENGLISH 12

Credit: 1.0

Recommended Grade Level: 12

Senior Portfolio is a comprehensive course that focuses on visual literacy, popular culture, and the philosophy and ideas that both produce. It is an examination of film and novels with attention to how different mediums communicate their ideas in unique ways. Students will then apply their analytical skills to create their own works of fiction in different mediums. --> needs a blurb from Schramm

English Language

HONORS WORLD LITERATURE ^H

Credit: 1.0

Pre-requisites: Students must have a semester 1 final grade as a “B” or higher and their final quarter 3 grade must be a B or higher in English 9. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

Honors World Literature is a reading and writing intensive course that weaves together the Socratic Method, critical thinking, 21st century learning, and an inquiry approach to learning. Students read a variety of world texts ranging from Achebe’s *Things Fall Apart* to a selection of famous world poets. The class is focused around gaining perspective into the variety of circumstances and life experiences that our authors present. Students are challenged through the necessity of reading texts that present questions outside of their personal experiences.

ADVANCED PLACEMENT LITERATURE ^{AP}

Credit: 1.0

Recommended Grade Level: 11

Fees: \$99 AP Test registration (approx.)



Advanced Placement Literature and Composition meets the requirements provided by the College Board in the AP English Course Description as well as prepare students for college level studies and the AP Exam. During this course, students will read and analyze many different types of literature, including American and British works, and different genres, including poems, plays, and fiction as students learn to make connections from the readings to their lives through writing, and discussion. During the duration of the course, students will also study grammar and MLA citing, as needed, to strengthen these parts of writing. The focus is on learning through thinking and writing, and preparation for the AP test, college and the outside world.

English Language

ADVANCED PLACEMENT LANGUAGE & COMPOSITION ^{AP}

Credit: 1.0

Recommended Grade Level: 12

Fees: \$99 AP Test registration (approx.)



Advanced Placement Language and Composition meets the requirements provided by the College Board in the AP English Course Description as well as prepare students for college level studies and the AP Exam. During this course, students will read and analyze many different types of nonfiction including autobiographies, scientific tracts, historical accounts, and speeches as students learn to make connections from the readings to their lives through writing, discussion and debate. During the duration of the course, students will also study grammar and MLA citing, as needed, to strengthen these parts of writing. The focus is on learning through thinking and writing, and preparation for the AP test, college and the outside world.

Mathematics

GRADUATION REQUIREMENTS: 3 Credits

Students who enter college after high school will benefit by taking as much college preparatory mathematics as possible including: Algebra I, Geometry, Algebra II, Intermediate College Algebra, Pre-Calculus, AP Statistics and AP Calculus. Most colleges now require a minimum of three credits of college preparatory mathematics for entrance.

* Students may take Pre-Calculus and/or AP Statistics after Algebra 2 (non-honors) with teacher recommendation.

ALGEBRA 1

Credit: 1.0 (.5 per semester)

Recommended grade level: 8 or 9

Prerequisite(s): None

Algebra I is a yearlong course intended for 9th grade students. Topics in Algebra I will include, but are not limited to, the following: Solving Linear Equations and Inequalities, Graphing Linear Functions, Writing Linear Functions, Solving Systems of Equations, Exponents and Exponential Functions, Polynomials and Factoring, Quadratic Functions and Equations, Radical Expressions and Equations, Rational Expressions and Functions, Data Analysis and Probability.

GEOMETRY

Credit: 1.0 (.5 per semester)

Recommended grade level: 9-10

Prerequisite(s): Successful completion of Algebra 1

Geometry is a yearlong course designed for students who have successfully completed Algebra I. Topics in Geometry will include, but are not limited to the following: Tools of Geometry, Reasoning and Proof, Parallel and Perpendicular Lines, Congruent Triangles, Relationships with Triangles, Polygons and Quadrilaterals, Similarity, Right Triangles and Trigonometry, Transformations, Area, Surface Area and Volume, Circles, Probability.

Watson

ALGEBRA 2

Credit: 1.0 (.5 per semester)

Recommended grade level: 10-11

Prerequisite(s): Successful completion of Geometry

Algebra 2 is a yearlong course designed for students who have successfully completed Geometry. Topics in Algebra 2 will include, but are not limited to the following: Expressions, Equations and Inequalities Functions, Equations and Graphs, Linear Systems, Quadratic Functions and Equations, Polynomials and Polynomials Functions, Radical Functions and Rational Exponents, Exponential and Logarithmic Functions, Rational Functions, Probability and Statistics, Trigonometry.

HONORS ALGEBRA 2 ^H

Credits: 1.0 (.5 per semester)

Recommended grade level: 10-11

Prerequisite(s): Students must have a semester 1 final grade as a “ B” or higher and their final quarter 3 grade must be a B or higher in Geometry. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

Honors Algebra 2 is a yearlong course designed for students who have successfully completed Geometry and have been recommended for the honors level. Topics in Honors Algebra 2 include, but are not limited to, the following: Expressions, Equations and Inequalities Functions, Equations and Graphs Linear Systems, Quadratic Functions and Equations, Polynomials and Polynomials Function,s Radical Functions and Rational Exponents, Exponential and Logarithmic Functions, Rational Functions, Sequences and Series, Quadratic Relations and Conic Section,s Probability and Statistics, Periodic Functions and Trigonometry Trigonometric Identities and Equations.

PRE-CALCULUS H WITH LIMITS

Credit: 1.0 (.5 per semester)

Prerequisite(s): B- or higher in Honors Algebra 2 or consent of instructor.

Pre-calculus is a year-long course in which students will extend topics introduced in Algebra 2 and learn to manipulate and apply more advanced functions and algorithms. This course provides a mathematically sound foundation for students who intend to study Calculus. Students who have successfully completed Honors Algebra 2 with a grade of at least a B- or have the consent of the instructor may take this course. This course will include a study of the following topics: Relations and Functions, Polynomial and Rational Functions, Exponential and Logarithmic Functions, The Trigonometric Functions, Trigonometric Identities, Applications of Trigonometry, Systems of Equations and Matrices, Topics in Analytic Geometry, Introduction to Limits and Derivatives.

INTERMEDIATE COLLEGE ALGEBRA TC

Credit: 1.0 (.5 per semester).

Opportunity to earn 4 college credits through LTC.

Prerequisite(s): Completion of Algebra 2



This course would be designed for students who have completed Algebra 2 who do not meet the prerequisites for Pre-Calculus, and/or for students who plan to attend a technical college. The curriculum of this class will follow the curriculum of the Intermediate Algebra I course taught at Lakeshore Technical College. Topics will include, but are not limited to, the following: Apply properties of real number systems Evaluate expressions Solve and analyze linear equations and inequalities

- Demonstrate graphing skills on the Cartesian coordinate plane & graph functions & relations Apply properties of functions and relations
- Solve systems of equations and inequalities
- Apply properties of exponents
- Perform basic operations and factor polynomials
- Solve equations using factoring
- Evaluate rational and radical expressions
- Solve equations involving rational and radical expressions
- Operate within the complex number system
- Solve quadratic equations
- Use Algebra functions
- Apply properties of exponential and logarithmic functions

Students can earn college credit through Lakeshore Technical College for no extra fee with the completion of the course with an average of 78%.

ADVANCED PLACEMENT CALCULUS ^{AP, C}

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 12

Prerequisite(s): Grade B- in Pre-Calculus or consent of instructor

Fees: \$99 AP Test registration (approx.)



This course follows a certified A.P. Calculus curriculum. AP Calculus may be taken by juniors or seniors who have completed Pre-Calculus with a grade of at least B-. Students completing this course have the option of taking the A.P. Calculus Exam (version AB) in May. This course may also be taken for dual credit—high school credit and college credit through University of Wisconsin Green Bay's College CCIHS program. If a student chooses to take this class only for high school credit, no fee will be charged. AP Calculus will cover the following topics: A detailed study of limits. A detailed study of derivatives. Using limit definition to calculate a derivative. The use of the power, product, quotient and chain rules to find the derivative of a function. Introduction to the study of implicit differentiation. Applications involving the use of derivatives. A study of maximums and minimums. Velocity and acceleration problems. Rate of change problems. A detailed study of integration techniques. An introduction to the study of volumes of revolution. CCIHS opportunity through University of Wisconsin Green Bay: AP Calculus (MATH 202).

ADVANCED PLACEMENT STATISTICS ^{AP}



Credit: 1.0 (.5 per semester).

Opportunity to earn college credit by taking the AP test.

Recommended Grade Level: 11 & 12

Prerequisite(s): B- or higher in Honors Algebra 2

Fees: \$99 AP Test registration (approx.)

This course follows a certified AP Statistics curriculum. The purpose of this course 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:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course may receive credit and/or advanced placement for a one-semester introductory college statistics course by taking and earning the obligatory score on the AP Statistics test, which is administered in May. Students who have completed or are currently enrolled in Pre-Calculus are eligible to enroll as the course requires a solid understanding of algebraic skills. The use of the graphing calculator and computer will be heavy in this course for data and graph analysis as well as computations.

Music

Music education is a basic component of the general education of all students. A well-balanced school curriculum includes musical experience. It is recognized that the school music education program is of equal importance with all academic subjects. Music allows the student to develop aesthetically, creatively and academically.

The primary purpose of the school music program is to provide students with a variety of experiences through a comprehensive education. Active participation promotes a student's ability to learn. Every pupil should have the opportunity to: a) become aesthetically sensitive to music; b) understand and appreciate music; c) pursue and develop his or her own potential for musical expression; and d) enrich their lives through opportunities for musical success.

A successful aesthetic experience involves the cognitive understanding of music. For music to have meaning, students should strive toward an understanding of the basic elements of music. Through these elements, students will be able to perceive the structures, symbols and syntax of music. While the elements of music are each important in their own way, they do not exist alone.

Music, a natural form of expression, is important in developing each student's affective potential. We as music educators understand the expressive qualities of music. It is of value to provide those opportunities for feeling to the students, which promote and generate meaningful experiences, responses and profound learning. Music gives each student a source of enjoyment, which can enhance the quality of life during school years, and throughout later life.

Choir and band are year-long classes. If there is a conflict with schedules, students need to make changes at the semester.

RECOMMENDED CO-CURRICULARS

Club Name	Advisor	Advisor Email
Madrigals	Eva Stokes	stokese@kohler.k12.wi.us
Voce A Capella	Eva Stokes	stokese@kohler.k12.wi.us
Drama	Eva Stokes	stokese@kohler.k12.wi.us
Jazz Ensemble	Claire Dickson	dicksonc@kohler.k12.wi.us
Pep Band/Drumline	Claire Dickson	dicksonc@kohler.k12.wi.us

Music

CONCERT CHOIR

Credit: 1.0

Fees: Choir Binder Purchase

Concert Choir is an elective class open to anyone in grades 9-12. This chorus is exposed to a large variety of choral music including classical, contemporary, folk, sacred and pop genres. Students will create, perform, respond and connect through their study of the elements of music, the history, the theory and the aesthetic value of the music they study throughout the year. Posture, breathing techniques and vocal production are all part of this course. Concert choir performs three (3) major concerts per year and sings at the annual Scroll Night ceremony. Attendance at performances is required.

SYMPHONY BAND

Credit: 1

Fees: Instrument rental fee

The Symphony Band is open to instrumental students in grades 9-12. Music performed is of advanced difficulty and includes a variety of compositions. The music curriculum focuses on performing, creating, responding and making connections beyond the music. Band meets 2-3 times per week. Attendance at performances is required. All students of Symphony Band are involved in individual or small group instruction with a music teacher. Lessons emphasize style, technique and further explanation of music, as well as proficiency on each student's individual instrument. The Symphony Band performs three major concerts a school year. Members also have the opportunity to play in the pep band and jazz band, as well as having the opportunity to participate in the District Solo and Ensemble Festival.

HONORS SYMPHONY BAND ^H

Credit: 1.0

The purpose of the honors project is to enhance the musical learning experience for the individual, as well as enhancing the education of all students within the music program by reinvesting and Students have the opportunity to create an independent project or pick a project from the following list: sharing what is to be studied and learned.

Students will assume necessary leadership roles while involved with their project. All honors projects are carried out in addition to the curriculum. Its purpose is not to replace curriculum, but to enhance the curriculum. Students must be either a junior or senior within the school's music program.

Students have the opportunity to create an independent project or pick a project from the following list:

- Compose an original composition or arrangement for the band, choir, or small ensemble
- Study conducting and conduct one of the school ensembles
- Give private lessons at no cost to junior high students
- Perform in a mini-recital.
- Create a research project or interdisciplinary project focusing on the understanding of music in relation to history, culture, and art.

Before work on an honors project is to begin, a written proposal detailing what will be accomplished, timeline for completion, materials or resources to be used and the anticipated results must be submitted. This should be typewritten. All proposals are to be submitted. All honors projects will be student initiated and completed without extensive help from the teacher(s). Projects should involve at least two hours of work per week on the average.

At the end of the term (semester/year), a final product or presentation is required.

Music

GENERAL MUSIC

MUSIC APPRECIATION: Music In Popular Culture

Credit: 0.5

The Music in Popular Culture course will explore the history of popular music in America, beginning with early blues and folk music all the way through the most recent developments in popular music. Students will study the relationship between music and American culture over the course of decades and through the context of major historical events, focusing heavily on the role of young people and their influence on society. Students will also learn about the interconnectedness of music and media, focusing on how radio, television, movies, and social media has impacted the development of popular music.

Physical Education & Health

GRADUATION REQUIREMENTS: 1.5

Students are required to be enrolled in Physical Education 9 and two semesters of any combination of: Weight Training and Fitness, and/or Lifetime Sports to satisfy this requirement. Students are responsible for their own gym clothes, shoes, and towels. 1.5 credits of physical education are required for high school graduation.

PHYSICAL EDUCATION 9

Credit: .5

Grade Level: 9

In this course the emphasis is on application of skills in games, team strategy, and playing in a socially acceptable manner. Team and lifetime skills are emphasized. Some of the course offerings are flag football, softball, speedaway, ultimate frisbee, basketball, pickleball, badminton, swimming, recreational games, and volleyball. Be ready to have fun and try several different activities and games. Remember, you can't have too much fun while being physically active! Students will need shorts/athletic pants, t-shirt, and athletic shoes. This is a required course for freshmen students.

HEALTH

Credit: .5

Recommended Grade Level: 9

In recent years there has been an increased emphasis on health promotion and disease prevention. Health is a one-semester course required of all freshmen students. This class emphasizes student self-awareness for better health and the development of personal skills for health improvement. Health explores the importance of developing good health habits and taking personal responsibilities for health.

Physical Education

INDIVIDUAL & TEAM SPORTS

Credit: .5

In this course the emphasis is on application of skills in games, team strategy, and playing in a socially acceptable manner. Team and individual lifetime skills are emphasized. Some of the course offerings may include but are not limited to flag football, speedaway, soccer, softball, badminton, pickleball, dance, golf, fitness swimming, ultimate frisbee, basketball, floor hockey, volleyball, tennis, fitness, and recreational games. Students will need shorts/athletic pants, t-shirt, and athletic shoes.

FITNESS AND WEIGHT TRAINING

Credits: .5

Recommended Grade Level: 9-12

Fitness and Weight Training is a class that will help improve an individual's overall physical fitness through a variety of physical training methods. The strength training will be evolved around three core lifts including squats, deadlifts, and bench press. The fitness portion of the class will involve several anaerobic exercises including plyometrics, agility drills, speed, and running activities. The class will also stress the importance of maintaining flexibility through a variety of static and dynamic stretching. This class is far different than the standard physical education class. Part of the class grading is whether the student improves strength and fitness abilities, among class participation, journals, and independent fitness assignments.

LIFETIME SPORTS

Credit: .5

Recommended Grade Level: 12

Grade 12 Physical Education is offered as a lifetime sports elective. The course is designed to have students become familiar with some life time activities that they will enjoy as adults. Some of these activities include: tennis, bowling, volleyball, card games, badminton, pool, table tennis, lawn games, golf, disc golf, fitness, canoeing, camping, fishing, hiking, and other outdoor recreation activities.

Physical Education

PE WAIVER

The Board may grant, upon a student's request, permission for that student to take an additional .5 credit in English, social studies, mathematics, science, or health education towards high school graduation requirements in lieu of .5 credits in physical education based on the student's participation in an organized physical activity the Board deems appropriate for this purpose. The student's participation in such organized school activity must meet the stated requirements of the Board in terms of duration of participation and verification of the same.

The student must earn the credit before the PE application waiver form is submitted. If an injury is incurred after the waiver is approved, the student may be required to take another 0.5 credit course in the disciplines mentioned above.

Science

GRADUATION REQUIREMENTS: 3 CREDITS

All students are required to take a science track in order to graduate. Colleges recommend that high school students have a good preparation in mathematics, biology, chemistry and physics to be successful at the college level. They also recommend preparation in general scientific methodology and communication.

PHYSICAL SCIENCE

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 9

This course introduces the nature and methods of physical science in a fundamental manner including energy and motion, nature of matter, kinds of substances, interactions of matter, waves, light and sound, electricity, and energy resources. Hands-on experiences allow students to understand concepts and develop problem-solving and critical thinking skills as they work in the laboratory.

BIOLOGY

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 10

Prerequisite(s): successful completion of Physical Science

This course presents practical, basic biological concepts while retaining a comprehensive content. Laboratory activities are designed to give meaning to many biological concepts and enables students to use some of the tools a scientist uses. Students will recognize biology as something all around them and a part of their lives. Hands-on experiences in the laboratory reinforce the learning of biological concepts and processes. This course is designed for those students who have taken Physical Science.

HONORS BIOLOGY ^H

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 10

Prerequisite(s): Students must have a semester 1 final grade as a “B” or higher and their final quarter 3 grade must be a B or higher in Physical Science. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

This course provides students with the solid foundation they need to understand the expanding role of biology in society. Students are presented with important biological concepts within a historical framework, ensuring students are aware that scientific theories are developed over time and are dynamic. This course provides a study of the basic concepts of life and living things and the new knowledge of biology. Students gain an appreciation and understanding for their environment and learn to make decisions about issues stemming from the contemporary advances in the biological sciences. Laboratory experiences allow students to obtain and use biological knowledge.

ADVANCED PLACEMENT BIOLOGY ^{AP}

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 – 12

Prerequisite(s): B- or higher in a previous science class

Fees: \$99 AP Test registration (approx.)



AP biology students have successfully completed Honors Biology and Honors Chemistry or are concurrently enrolled in Honors Chemistry. Students routinely spend additional time outside of the class period completing course requirements. This AP course conforms to the standards instituted by the College Board for all AP courses and covers all of the topics in the AP Biology course description. These include the four Big Ideas (Evolution, Energy Processes, Information, and Interactions), the seven Science Practices and all of the Enduring Understandings. Students, additionally, benefit greatly from the experience gained through the use of the wide repertoire of 31 instrumentation and equipment employed in the department as they complete the laboratory portion of the course. Opportunities to integrate biological knowledge and science practices through inquiry-based activities and investigations occur in the laboratory portion of the course. Laboratory activities and investigations typically make up 35% of the course. Students taking the AP Biology exams will be required to do additional work and spend extended time in review sessions.

Science

CHEMISTRY

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 – 12

This course studies the science of the composition, structure, properties, and reactions of matter. The students will gain a working knowledge of the language of chemistry which is based on the periodic table of elements. Students will utilize problem-solving and critical thinking skills to understand the organization and limitations of chemical principles. Chemical principles will be reinforced through demonstrations and laboratory experiments. Laboratory safety will be emphasized.

HONORS CHEMISTRY ^H

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 – 12

Prerequisite(s): Students must have a semester 1 final grade as a “B” or higher and their final quarter 3 grade must be a B or higher in Biology or Honors Biology. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

This course studies the science of the composition, structure, properties, and reactions of matter. The students will gain a working knowledge of the language of chemistry which is based on the periodic table of elements. Students will utilize problem-solving and critical thinking skills to understand the organization and limitations of chemical principles. Chemical principles will be reinforced through demonstrations and laboratory experiments. Laboratory safety will be emphasized. This course will move at a quicker pace and is intended for students planning to take chemistry in college.

Science

PHYSICS

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 – 12

Prerequisite(s): It is highly recommended that students have taken Geometry before taking Physics

This course challenges students to grasp realistic applications of motion and energy concepts through a balance between traditional, time-tested physics and the latest in current scientific thought and technology resources. The course focuses on both quantitative problem-solving practice and qualitative conceptual study. Students investigate the interaction of matter and energy including measurement, heat, mechanics, sound, light, electricity, and nuclear energy. Students utilize critical thinking and problem-solving skills to understand the laws of physics. The laws of physics will be reinforced through demonstrations and laboratory experiences, focusing on science, technology, engineering & mathematics.

AP PHYSICS 1

Credit: 1.0 (.5 per semester)

Recommended Grade Level: 11 – 12

Prerequisite(s): Geometry;

Students must have a semester 1 final grade as a “B” or higher and their final quarter 3 grade must be a B or higher in Physics. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

Students build their understanding of physical models as they explore and solve problems in these content areas: Kinematics; Forces and Translational Dynamics; Work, Energy, and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations; and Fluids.



Science

BIOTECHNOLOGY

Credit: 0.5

Recommended Grade Level: 11 – 12

Prerequisite: successful completion of Biology or Honors Biology

This course is designed to introduce students to the different tools, techniques and applications of Biotechnology with the objective of generating a keen interest in pursuing this career pathway. This lab-intensive course will introduce students to the laboratory research techniques currently used in this field and will help them develop the laboratory, critical thinking and communication skills necessary in this career pathway. Students will explore and investigate real-life applications of Biotechnology as stipulated in the overview. Course Overview: 1. The Biotechnology industry 2. Laboratory Skills 3. Microbiology and cell culture 4. DNA structure and analysis 5. Polymerase chain reaction 6. Proteomics 7. Immunological application.

MEDICAL TERMINOLOGY

Credit: 0.5

Recommended Grade Level: 10 – 12

Prerequisite: successful completion of Physical Science

This is a course designed to introduce students to medical language. By understanding the roots (prefix, root, suffix) of medical terms, students will be able to determine what the terms are used for in the biomedical field. Specifically, they will be able to identify and distinguish the different structures and functions of the human body, and relate these to different conditions and diseases as well as various aspects of health and wellness.



HUMAN ANATOMY & PHYSIOLOGY

Credit: 1.0

Recommended Grade Level: 11 – 12

Prerequisite: successful completion of Biology or Honors Biology

This course is designed to provide students with an understanding how anatomical structures of the human body fit their specific functions in order to maintain homeostasis at the organismal level.

Students will gain knowledge of the form and function of human anatomical structures. This will be accomplished through comparative laboratory investigations of the structure of mammalian organs and organisms. They will also learn about the physiology of these structures and explain their associations to diseases. It is the goal of this course to help students gain knowledge about real world applications and its relevance to healthcare.

Social Sciences

GRADUATION REQUIREMENTS: 3 CREDITS

All students are required to complete World History, US History, and US Government. Students can take AP US Government in place of US Government & Politics.

WORLD HISTORY

Credit: 1.0 (.5 per semester)

World History is a required course for ninth or tenth grade students. It provides students with a comprehensive, intensive study of major events and themes in world history geared towards preparing students for the rigors of higher level courses. This course is a survey of world history starting in circa 1700 through the post-Cold War of the early 21st century. The course helps students form connections between diverse areas of the world using the themes of trade, migration, and centers for world power. The course emphasizes the development of reading, writing, analytical and research skills necessary for understanding historical materials. Students encounter a variety of learning activities and materials including maps, college-level readings, document based essays, and analysis of primary and secondary historical documents.

MODERN WORLD HISTORY

Credit: 0.5

Recommended Grade: Level: 10 - 12

This elective course will examine different regions in the world focused on the history and issues that affect each region. This course will utilize different forms of media including: primary/secondary sources, current events, maps, video, and interactive activities on chromebooks. Students will participate in discussions, projects, presentations, evaluations, self-assessments and individual exams.

Social Sciences

US HISTORY

Credit: 1.0 (.5 per semester)

American History is a required course for students in the ninth or tenth grade. The course traces the development of the American nation from the Civil War/Reconstruction to modern times. Special emphasis is placed on historical themes fundamental to the development of the United States today. Important units include the social and economic development of the post Civil War era, the westward expansion, civil rights, , the Great Depression, World War II, civil rights and the Cold War.

US GOVERNMENT

Credit: .5

Recommended Grade Level: 11 or 12

This required semester course is intended to help prepare students for the responsibilities of adult citizenship. Discussing current events is a major area of emphasis. Beginning with the study of political philosophy and concepts related to the American system of government, students study the structure and operation of each of the three branches of the federal government. A strong emphasis is placed upon learning about the Constitution and civil liberties. Students participate in several major individual and group projects to explore American government in depth.

ECONOMICS

Credit: 0.5

Recommended Grade Level: 11 or 12

This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues. The current uncertainty regarding the economy makes this an exciting and challenging course.

Social Sciences

PSYCHOLOGY

Credit: .5

Recommended Grade: Level: 10 – 12

This course is designed as a survey of basic concepts and methods of psychology as a behavioral science and seeks to develop an understanding of the individual and social forces that influence and direct behavior. Topics include: History and approaches/schools of psychological thought; research methods; biological bases for behavior; sensation and perception; states of consciousness; personality; motivation; emotion; memory; learning; psychological disorders; and social psychology.

ADVANCED PLACEMENT US GOVERNMENT & POLITICS ^{AP}

Credit: 1

Recommended Grade: Level: 10, 11 or 12

Prerequisite: Minimum 3.0 GPA in previous Social Studies courses or consent of instructor.

Fees: \$99 AP Test registration (approx.)



This course will focus on current events and issues in the world today. Using what they know about the past, students will gain a better understanding of present-day issues. Students will use the Internet, newspapers, magazines, and television to critically analyze what is going on and why, being careful to examine all sides of the issue. The students will practice problem solving techniques, debate, and engage in activities that emphasize the importance of being an active, compassionate, informed global citizen. Through this process the student will learn how to think independently and gain a better understanding of the world we live in. This class is intended to provide a forum in which students have a great deal of freedom to discuss issues of interest. Active involvement in discussions and willingness to express your views is vital.

Technology Education

Technology and Engineering Education helps students develop individual interests and skills in technology. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes, and technological systems. Students planning to pursue engineering at the college level should follow the Engineering sequence of courses to allow them to develop their skills, interests, and knowledge.

WOODS & TECHNOLOGY

Credit: .5

Fees: Varies according to projects chosen

Woods Technology is a project based course that prepares individuals for enrollment in advanced Technology and Engineering education programs and include basic technical information and shop experiences. The primary objective is to introduce students to the materials and processes used by woodworking and manufacturing industries to produce products.

MANUFACTURING & METALWORK

Credit: .5

Fees: Varies according to projects chosen

This Metal Production course will give students an opportunity to develop basic skills in various areas of the metal working industry. Required projects and exercises in different types of welding, sheet metal, types and uses of machine tools, foundry, and working with hand tools in the bench metal area will be used to make students aware of the many metal working processes. Students will also be able to concentrate in a specific area through the production of a project of their own choice with instructor approval.

Technology Education

CAD FAB 1

Credit: 0.5

Fees: Varies according to projects chosen

This course provides students with a broad introduction into 3-dimensional Computer-Aided Design (CAD) and modeling with a focus on mechanical and manufacturing specific applications. Students will learn how to use an industry-leading CAD software programs (Autodesk Inventor and/or SolidWorks) to model mechanical or structural projects, create industry-standard drawings and output projects to a variety of Computer Numeric Controlled (CNC) fabrication devices.

CAD FAB 2

Credit: 0.5

Prerequisites: CAD Fab 1

Fees: Varies according to projects chosen

This course provides students with opportunities to refine their abilities using 3-dimensional ComputerAided Design (CAD) and modeling with a possibility of testing for industry certification in specific software. Students will develop a better sense of manufacturing processes and the capabilities of the fabrication machines to create more complex projects with greater efficiency than they did in CAD FAB 1. In addition, the course will utilize a design process to encourage the students to solve a practical problem of their choosing with a fabricated device.

INTRODUCTION to MODERN TECHNOLOGY in MANUFACTURING & PRODUCTION

Credit: 0.5

Prerequisites: None

This course is designed to introduce students to the field of production and manufacturing. More specifically, career opportunities, basic use of technology, and workflow processes used by industry professionals will be explored. This introductory course will expose students to both modern technology and problem solving techniques used by professionals working in various industries.

Visual Arts

GRADUATION REQUIREMENT- .5 Credits in either Fine or Applied Arts

Art is involved with the experience of living, seeing, thinking and feeling. It is through the creative process that art challenges the individual and activates the senses. A more varied personality should emerge through art experiences. Confidence, initiative and freedom of thought can grow out of creative activity because the problem solving involved in such undertakings demands independent judgment and personal sensitivity. These combine to expand the horizon of the individual.

FUNDAMENTALS OF PHOTOGRAPHY

Credit: .5

Recommended Grade Level: 9 – 12

This class is an advanced art course that requires basic art knowledge to apply subject matter best. Students learn to capture and compose images with a camera and to develop compositional skills with a photographic eye. Students will also learn the history and development of photographic technology while exploring its importance in journalism, cinema, advertising, fine art, and commercial applications. We will explore digital photography, Photoshop, lighting, manual photo techniques, and more. Access to a personal camera is preferred, but not required. Providing your own memory card will make sharing cameras much easier in this class if you do not have your own.

ADVANCED PHOTOGRAPHY

Credit: .5

Recommended Grade Level: 9 – 12

Prerequisite: Fundamentals of Photography

Under the guidance of the instructor the students will extend and refine the skills and techniques introduced in Fundamentals. The students will further explore Photoshop and photo manipulation. The advanced students will develop a body of work that is true to their focus and interests in photography. Access to a personal camera is preferred, but not required. Providing your own memory card will make sharing cameras much easier in this class if you do not have your own.

GRAPHIC DESIGN

Credit: .5

Recommended Grade Level: 9 – 12

Graphic Design is an advanced level art course. Technology is used in every career. This course explores software applications that are specific to graphic design. Students will learn the basics of design through the use of type, logos, illustration, design, Adobe Photoshop, and Adobe Illustrator. As you progress through the programs and “real life situations” you will build professional finished pieces that develop strong design skills while learning to prepare your work for publication in a variety of formats and to develop marketable technology skills.

ART STUDIO 1-4

Credit: .5 each

Recommended Grade Level: 9 – 12

Prerequisite: Foundations of Art and Design

This course puts an emphasis on further understanding the Elements of Art and Principles of Design as a basis for composition that builds off of Foundations of Art & Design. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design, and digital art. Student artwork will reflect aesthetics & cultural and historical contexts. Willingness to get involved in the creative process is a more important requirement than the student’s talent. This course is designed to challenge artists to start independently exploring their own art and style. *Studio 3 is designed for students to start building art portfolios and a well-rounded, complete body of work for preparation in college applications and admittance.

CERAMICS

Credit: .5

Recommended Grade Level: 11 – 12

This course will focus on hand-building and wheel throwing techniques. The students will learn and apply proper use of tools and equipment specific to ceramics. The students will further the development of personal ideas and artistic themes, skills as applied to clay while creating 3D structures with a variety of techniques exercising creative thinking skills. This course increases the student's spatial awareness and appreciation of the three-dimensional form. Students will have the opportunity to participate in the Kohler District Art Show and build an online art gallery during the course of the semester.

World Languages

GRADUATION REQUIREMENTS: None

Many colleges recommend or require that prospective students have at least two years of a high school world language. Colleges are adding incentives for high school world language study by granting retroactive credit. Certain schools are awarding as many as 16 college credits for four years of high school world language study. Students must enroll in the language in their freshman year of college and earn a "B" or better in this initial course.

Although many colleges do not require high school world language as an entrance requirement, they do require world language study in college to fulfill a degree.

The benefits of high school world language include:

- Study of a world language contributes to a broad education in a world where the majority of people do not speak or read English.
- Students who are able to master another language have skills important in future employment possibilities.
- Study of a world language has valuable carry-over applications in improving English skills.

Students entering this program need to understand that a good understanding of English is very important. Recommendations for Spanish courses will be based on English competencies and verbal achievement scores. Students who are not recommended may enroll in Spanish, but must realize that considerable effort will be required.

Note: A majority of universities will require three to four years of a single high school world language for admittance.

World Languages

SPANISH I

Credit: 1

Prerequisite(s): None

Fees: Workbook TBD

Spanish I is an introduction to Spanish using the communicative approach. Spanish is introduced through listening, speaking, reading and writing; with an emphasis on learning these skills in a cultural context. Students begin to develop correct pronunciation and intonation while learning culturally correct ways to interact. Students learn to comprehend and respond to beginning level spoken and written Spanish. Topics covered include greetings, introductions, likes, dislikes, homes, families, communities, food, sports, weather, clothing, school days, life in the city, celebrations, household tasks, body parts, and restaurant interactions. With guidance, students learn to write complete sentences on these same topics, ask questions, express opinions or preferences and write descriptions. Students use the Avancemos text series which provides instruction from audio and video sources. In addition, students have access to web-based practice and digital textbooks.

SPANISH II

Credit: 1

Prerequisite(s): Grade of. "C" or better in Spanish I or consent of instructor

Fees: Workbook TBD

Using the same approach as Spanish I, students further develop their speaking, listening, reading, and writing skills. Vocabulary and grammar learned in Spanish I are reviewed and expanded. Students are expected to express themselves in greater detail when both speaking and writing. Listening skills are further developed through the continued use of audio and video support. Students begin to read longer, more complex selections and to respond both verbally and in writing with greater depth. Students continue to use the Avancemos text series which bridges from Spanish I and also provides instruction from audio and video sources. Once again, students have access to web-based practice and digital textbooks.

World Languages

SPANISH III

Credit: 1

Prerequisite(s): Grade of "C" or better in Spanish II or consent of instructor

Fees: Workbook TBD

Spanish III emphasizes speaking, listening, reading and writing at an intermediate level. Material learned in Spanish II is briefly reviewed before students begin a more in-depth analysis of new grammatical structures and those previously learned. Students begin to read authentic Hispanic literature and poetry, and to study authors and historical figures that have impacted the cultures of the Spanish-speaking world. Listening and comprehension skills are further developed through continued use of audio and video resources. Students continue to use the Avancemos series along with two educational telenovelas entitled "La Catrina" and "La Catrina: El Ultimo Secreto" in which they follow the events of a young Mexican-American girl from Los Angeles who travels to Mexico. The series will further develop linguistic competence and cultural awareness.

HONORS SPANISH III

Credit: 1

Prerequisite(s): Students must have a semester 1 final grade as a "B" or higher and their final quarter 3 grade must be a B or higher in Spanish II. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

Fees: Workbook TBD

Students of Honors Spanish 3 will use the same base curriculum as Spanish 3 (see prior slide). The Honors level focuses on deeper understanding of the vocabulary and grammar with an emphasis on higher level use in both reading and writing. Skill assessments will include selections with increased linguistic complexity and will require more complex responses. Students will be required to learn additional vocabulary from the telenovela *Silvana Sin Lana* and demonstrate comprehension via written use of vocabulary in summarizing the events witnessed and in answering questions related to those events.

World Languages

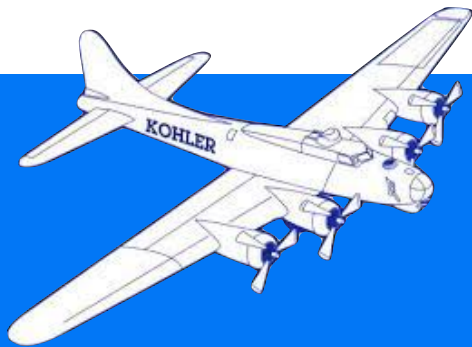
HONORS SPANISH IV

Credit: 1

Prerequisite(s): Students must have a semester 1 final grade as a “ B” or higher and their final quarter 3 grade must be a B or higher in Spanish III. If the final quarter grade is lower than a B, you will need a teacher recommendation to be eligible for the honors course. Without teacher recommendation or meeting the grade prerequisite, you will not be eligible for the course.

Fees: Workbook TBD

Spanish IV is the culmination of a four-year program of study. Students will review all grammatical structures previously learned and will be introduced to a final few. Students will be required to do more reading and writing, using the Avancemos series, and throughout the year will view a 52-part telenovela entitled “Destinos” chronicling the events of a Mexican-American attorney from Los Angeles who travels to Spain, Argentina, Puerto Rico and Mexico investigating a mystery contained in a letter. This series serves as a medium for writing and further discussion of cultural and historical events.



Kohler School District