

NIAGARA HIGH SCHOOL  
STUDENT REGISTRATION BOOKLET

2017 – 2018

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## PRE-REGISTRATION FOR HIGH SCHOOL CLASSES

Early in the second semester each year, the school counselor will meet with all students in grades 8-11 to discuss class registration for the next school year. Registration is the process whereby students and their parents decide what classes the student will take during the next school year. This is very important because course offerings, class size, teaching assignments, and the requisition of materials and books is based upon the information received through the process of registration.

Take time to give serious thought to the courses you sign up for. Read the course descriptions found in this booklet and be certain that you have taken the prerequisite courses if any are required. Don't hesitate to ask questions and discuss courses with your parents, teachers, the guidance counselor and the principal. Take a full schedule and one that does not allow you too much free time and make your selections with consideration for what you want to do after you graduate. Take a variety of courses that permit you to explore many different subject areas so that upon graduation you will have several options available for your future. Ask yourself the following questions when deciding what courses to take:

- (1) What are the requirements for graduation?
- (2) How many credits have I earned so far?
- (3) What courses will I be required to take next year?
- (4) What elective courses may I choose from?
- (5) Are there any courses I should take that relate directly to my future plans?
- (6) Have I taken the necessary prerequisite courses?
- (7) Are there any courses I previously failed that I must retake?
- (8) What diploma endorsement do I want to earn--college prep or general and what courses must take to earn it?
- (9) It is the practice of the district to allow students to progress to the next level or next sequenced class when the student passes the feeding class, or pre-requisite, with a "C" or with teacher recommendation.

## GRADUATION REQUIREMENTS AND RELATED INFORMATION

In recent years great effort has been made by many people toward improving American education. Teachers, administrators, and school board members have reviewed and evaluated our curriculum and made changes with the goal of providing Niagara students with the best education possible. We urge all students to prepare for the future by taking more than just the minimum requirements. Those planning on later attending college should take four years of English, three years of Social Studies, at least three years of Math and Science, two years of foreign language, and a minimum of one semester of Computer Science. Those not planning on attending college should at least meet the minimum requirements in the subjects listed above and also concentrate their elective classes in some area of vocational studies. All students must develop the necessary skills and attitudes while attending high school that will prepare them for a successful experience in the world of work. In summary, students should carefully consider their schedules and register for those classes which will best prepare them for the future.

The Board of education recognizes that students do not learn at the same pace and all do not have the same educational needs. Therefore they have provided a variety of educational programs to meet the different needs of students. While some students pursue a course of study that prepares them for college or technical school, others may complete more general requirements in order to receive their diploma. In addition, students with exceptional educational needs may follow another course of study individualized to meet their educational needs.

## DIPLOMA ENDORSEMENTS

Upon graduation, each student will have an endorsement ( a sticker ) attached to his/her diploma and/or transcript that will indicate the course of study the student followed in high school. A student who met the higher standards required for the college-bound will have a "College Prep Program of Studies" sticker attached to his/her diploma and transcript. All other graduates will have a sticker indicating they followed the "General Program of Studies" attached to their transcript.

## GRADUATION REQUIREMENTS

In order to receive a diploma, a student must earn a minimum number of credits as outlined below. The course a student successfully completes determines whether they receive a “General Diploma” endorsement or a “College Prep” endorsement. Diploma requirements include the following:

### *General Diploma Endorsement Requirements*

English	4	Includes English I, II, III, IV
Social Studies	3	Includes World Cultures, American Government, American History
Mathematics	3	
Science	3	Includes Earth Science, Biology, may include Chemistry, Advanced Chemistry, Physics, Advanced Biology, AutoCAD, Network+, A+ certification, Health Occupations, Pre-Engineering, Robotics, AP Science related, and CTE science related courses completed through the Private College, UW, WTC systems, and other accredited college level courses
Physical Education	1.5	
Health	.5	(during grades 7-12)
Computer Applications	.5	(during grades 7-12)

#### **Electives to equal a total of 25 credits**

Electives may include courses completed through a WI Private College, UW, WTC systems, and other accredited college level courses that are discipline related.

### *College Prep Endorsement Requirements*

English	4	Includes English I, II, III, IV
Social Studies	4	Includes World Cultures, American Government, American History
Mathematics	4	Includes Math I (Algebra I), Math II (Geometry), Math III (Algebra II)
Science	4	Includes Earth Science, Biology, Chemistry, may include Chemistry, Advanced Chemistry, Physics, Advanced Biology, AutoCAD, Network+, A+ certification, Health Occupations, Pre-Engineering, Robotics, AP Science related, and CTE science related courses completed through the Private College, UW, WTC, and other accredited college level courses
Physical Education	1.5	
Health	.5	(during grades 7-12)
Foreign Language	2	
Computer Applications	.5	(during grades 7-12)

#### **Electives in advanced level classes to equal 27.5 credits**

These will be determined by the principal and would include such courses as Calculus, Pre-Calculus, Spanish III-IV, AP, and courses completed through a WI Private College, UW, WTC systems and other accredited college level courses that are discipline related.

## 4 YEAR PLAN FOR SCHEDULING

<u>FRESHMAN</u>	<u>SOPHOMORE</u>	<u>JUNIOR</u>	<u>SENIOR</u>
*English I	*English II	*English III	*English IV
*Physical Education .50	*Physical Education .50	*Physical Education .50	
*Math per teacher recommendation	*Math per teacher recommendation	*Math per teacher recommendation	*Math per teacher recommendation
*Health .50			
*World History	*American Government	*US History	American Societal Challenges
		Current Issues	Current Issues
*Earth Science	*Biology	Chemistry	Physics
		Advanced Biology	Advanced Biology
			Advanced Chemistry
Auto Cad	Auto Cad	Auto Cad	Auto Cad
Woods I	Woods I, II	Woods I, II, III	Woods I, II, III, IV
Metals I	Metals I, II	Metals I, II, III	Metals I, II, III, IV
	Advanced PE	Advanced PE	Advanced PE
Creative Writing	Creative Writing	Creative Writing	Creative Writing
Spanish I	Spanish I, II	Spanish I, II, III	Spanish I, II, III, IV
Art I	Art I, II	Art I, II, III	Art I, II, III, IV
Band	Band	Band	Band
Chorus	Chorus	Chorus	Chorus
Theatre Production	Theatre Production	Theatre Production	Theatre Production
Computer Applications	Computer Applications	Computer Applications	Computer Applications
Youth Tutor	Youth Tutor	Youth Tutor	Youth Tutor
		Voc Tech Center I	Voc Tech Center I, II
		Work Based Experience	Work Based Experience
			Youth Options

Math classes to choose from include Pre-Algebra, Math I, Math II, Math III, Pre-Calculus, and College Prep Calculus.

\*Denotes required classes.

All classes are one credit unless denoted otherwise.

## ART

This program is designed to promote, encourage and validate the study of art and the creative process for our students. The high school Art curriculum has recently been redesigned with the art student in mind, to experience the processes of production in an order of progression to achieve success in the art program.

### *ART 1 (Introductory)*

The students will be introduced to both two and three dimensional art media using various tools, processes and techniques. They will begin to develop a knowledge of various art mediums and how to apply them. These mediums will range from graphite pencil, colored pencil, pen and ink and watercolor painting. These mediums will supply basic knowledge of shading, blending, line, form and color technique. Other mediums explored in Art 1 are sculpture, clay, batik and basic block printing. These mediums will be explored one at a time spanning both first and second semester. The year will end with a performance exam.

### *ART 2 (Intermediate)*

Prerequisite: 1 year/1 credit of introductory art

Concepts to be covered will include a more in depth cultivation of clay (pottery) methods and the creation of vessels, tiles and sculptural figures. There will be further application of drawing skills with graphite and colored pencils. Lessons in color theory and the mixing of colors will lead into an acrylic painting unit. Students will also be introduced to the creation of mosaics and current mosaic artists that will be the inspiration for the creation of their own mosaic piece. The year will end with a unit on art fibers and the creation of a piece of art work in fibers. These mediums will be explored one at a time spanning both first and second semester. The year will end with a performance exam.

### *ART 3 (Advanced)*

Prerequisite: minimum, 2 years/2 credits of high school art

This curriculum is based on the sequential knowledge of the basic elements and concepts of art and its application into various works of art. The knowledge and the skills obtained can build upon a higher quality of work created by each individual student. The year will be a deeper exploration of previously learned art skills with more art history, art analysis and critique skills. Students will move on to oil painting and silk screen techniques. Students will also at this level have more control over their art choices after consultation with me. This method of art creation will span both first and second semester. The year will end with a performance exam.

#### *Art 4 (Advanced)*

Prerequisite: minimum, 3 years/3 credits of high school art and of senior standing.  
(Have adjusted this in special circumstances: need to see Mrs. Eichinger)

These students are allowed to select and decide on ideas for themselves and will arrive at their own solutions. This is what makes each student's art product unique. Focus will be on the individual's art expression and potential.

This curriculum is for the "serious art student" and consists of signing an "art contract" with me. First one at the beginning of semester one and second one at the beginning of semester two. Contracts consist of up to 25 art choices to choose from.

Choose and complete 4 projects for semester 1 and ditto for semester 2, eight projects for the school year. The end of the year performance exam will be the preparation and completion of a ceiling tile. Student will end school year with a creative display of all high school art work in the senior art show.

#### *Independent Art (Advanced)*

Prerequisite: minimum, 2-3 years of high school art ONLY with teacher approval!  
Curriculum will be prearranged between teacher and student. Student must maintain a 3.50 in Art to remain in Independent Art.

## COMPUTERS

### *COMPUTER APPLICATION Prerequisite – None*

Computer Applications - This is a computer course designed to give students more than the basics and get a head start on mastering the most popular business software programs – Microsoft Excel (a spreadsheet application) and Microsoft Access (a database application). Learn the advance features of both of these powerful business applications. Upon completion of the course, the student will be prepared to take an exam for Microsoft Office Specialist qualification. A Microsoft Specialist is an individual who has passed exams certifying his or her skills in one or more of the Microsoft Office desktop applications. This certificate can be a valuable asset in any job search or career advancement.

Prerequisite: None



## **CORRESPONDENCE INSTRUCTION**

High School courses may be taken by correspondence to supplement your education. The instruction fee is paid by the Board of Education upon successful completion of a course which is an enrichment of the curriculum. Students who take correspondence courses to make up classes they have failed are responsible for paying all costs involved and will be reimbursed upon successful completion.

## **DRIVER EDUCATION**

Driver Education is offered as a separate course for .25 credit. It is offered during the summer. Date of birth determines placement in the class.

Thirty hours of classroom work are provided as a minimum. The psycho-physical characteristics of the driver, man's laws, nature's laws and the problems pertinent to the driver and the pedestrian, including the use of alcohol and drugs, are given special emphasis.

Six hours of actual driving experience are provided upon completion of the 30 hours of classroom sessions. In these six hours, the student is taught the art of safe driving; special attention is placed upon development of good attitudes and sportsman-like driving. Six hours of observation in the driver car are also a requirement.

Resources from current pamphlets, newspapers and magazines, filmstrips and cassettes, as well as educational films, are used for research and enrichment in the development of the learning process.

Parents must attend a mandatory Driver Education meeting before the students are enrolled in the class. The date will be determined by the Driver Education teacher, parents will be notified of the meeting date.

## **YOUTH TUTORING**

Prerequisite - None. Teacher and Principal approval required.

The YTY program began in the Niagara School District during the 1970-71 school year. Those accepted into the program receive training and then work daily as a tutor on a one-to-one basis with a student enrolled in the CD, Chapter I and Special Needs programs at the elementary school. Tutors should be in grades 10-12, although some freshmen are permitted to participate. Tutors spend one classroom period per day (180 class hours to receive a .50 credit and 90 hours to receive .25 credit per year). The number of students permitted in the program is based upon teacher needs and priority is given to those who have had prior successful experience and seniority. Tutors who compile many absences will be dropped from the program and receive no credit. The YTY program is one that is intended to benefit both the student being tutored and the tutor.

## ENGLISH

The English curriculum consists of activities and units of instruction designed to develop the communication skills needed by each student in his / her personal, social, and occupational life. Emphasis is placed on clear and accurate expression, correctness and logical arrangement in writing, vocabulary development, and rapid and comprehensive reading. To achieve these goals, functional usage of grammar, punctuation, spelling, speaking skills, letter writing, reports, and other kinds of writing are included in the curriculum.

As the student advances, growth in appreciation of better books and increased reading rate and comprehension are stressed. Established works of literature, newspapers, magazines, and motion pictures are discussed and evaluated.

### ENGLISH I

English I integrates vocabulary development and reinforcement; grammar, mechanics, and usage; language expression - sentence combining and paragraphing; study skills - library, outlining, and note taking; oral interpretation, presentation, and discussion; and analysis, evaluation, prediction, and application of ideas, using literature as a basis of instruction. These skills provide an opportunity for students to extend and refine their ability to think, speak, read, listen, and write. Research techniques will be reviewed and a research paper will be required utilizing the *Modern Language Association* format.

### ENGLISH II

Students in this class will be given instruction in general speaking skills, advanced spelling and vocabulary, correct usage and sentence structure, and writing skills. Comprehension and appreciation of various literature types are included. Advanced research techniques will be covered and research papers using the *Modern Language Association*, *Chicago Manual of Style*, and *American Psychological Association* formats.

### ENGLISH III

In this course, students survey American literature from colonial times to the present. Representative examples of all literary genre--novels, short stories, poetry, essays, and drama--are read for comprehension and appreciation. Special attention is given to the author's style of writing--diction, figurative language, imagery, symbolism, etc. The course also includes work in linguistics, speech, composition, and research. Students are taken step-by-step through the research paper project focused on the *Chicago Manual of Style* (CMS), *Modern Language Association* (MLA), and *American Psychological Association* (APA) formats.

## *ENGLISH IV*

This course will revolve around a survey of English literature. Including a study of English language development and historical background, it will concentrate on the works of major authors, encompassing all literary genre. Beginning with Chaucer and continuing through Milton and later authors and poets, students will analyze literary forms, characters, and criticism. Emphasis will be placed on English literature as a foundation for American writings. Attention will be given to advanced composition and creative writing techniques. Advanced research techniques will be covered, and a CMS, MLA, and APA format research paper will be required. A career prep unit will introduce concepts of networking, cover letters, resumes, and the interview process.

## *CREATIVE WRITING GRADES 9-12 .50 credit*

This course will provide extended writing opportunities for students and explore a variety of writing categories. Students will create original pieces in children's literature, drama, screenplay, television, short fiction, poetry, science fiction, fantasy, song lyrics, tales of terror, mystery, and autobiographies. A goal of this class is to refine writing skills individually as well as corroboratively. Students will be provided periods of investigative research, reading and sharing literature, and group discussion. Students work on fine-tuning grammar, usage, mechanics, and sensory details.

## *THEATRE PRODUCTION GRADES 9-12 .50 credit*

Students will learn the characteristics of theatre that differentiate it from other art forms. Major components of the theatrical event and functions of various theatre personnel will be a focus of the curriculum. Students will understand varied forms of drama, read and write critiques, and study theatre history. In addition, students will participate in activities involving set design and construction, directing, acting, and playwriting. A final performance will be showcased for the student body and community.

## *STUDENT MEDIA: NEWSPAPER GRADES 11-12*

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) broadcast media, including student publications. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism also is discussed. It is recommended that word processors and desktop publishing technology be used to support the journalism curriculum. Student Publications offers practical training in publishing the school newspaper and yearbook. Students plan, publish, market, and distribute their school publications.

In addition, this course examines the latest strategies for monitoring and engaging consumers in social media from a marketing perspective. Explores popular platforms, such as Twitter and Facebook that are used to connect with and analyze target audiences.

## THE SPANISH PROGRAM

The focus of the Spanish program in Niagara is on all five areas of language learning: reading, writing, listening, speaking, and culture. As most universities are requiring a foreign competency exam for graduation from that university, students are encouraged to speak with a counselor to find out what will be required of them so each person can plan his/her high school Spanish study accordingly.

The course sequence for the Niagara Spanish program is outlined below.

### *Spanish I*

This course is for anyone who has not studied the language previously or for someone who has studied only a short quarter course. In Spanish I the student will learn pronunciation and basic language pattern. The student will learn to give basic information about himself/herself, to order foods and beverages, to describe the weather, to outline his/her likes and dislikes, and to introduce and describe his/her family members and friends. Tests will be written and oral. Spanish will be used in the class by the student and teacher as much as possible. Final exams will test for writing, reading, listening, and speaking proficiency and will include questions concerning culture. The first year class meets daily for one class period for the entire year.

### *Spanish II*

This course is for students who have successfully completed one year of Spanish study. The student will continue to work with the content learned in Spanish I and will learn to express himself/herself using the present, future, and past tenses of the language. The student will learn the vocabulary necessary to perform a wide range of tasks: shopping, asking directions, ordering from a restaurant, making travel arrangements, and talking on the telephone. The student will be required to attend and participate in class on a regular basis. Spanish will be used by the student and the teacher as much as possible. Exams will test for reading, writing, listening, and speaking proficiency and will include questions concerning culture. This class meets for one class period daily for the entire year.

### *Spanish III*

This course is for the student who has successfully completed two full years of Spanish study. By the end of this course the students will have studied and practiced various functions: household chores, driving the car, child care, health issues, the environment, narrating past events, using both the immediate and imperfect past tenses, and expressing commands, wishes and desires. The student will be expected to keep a journal in Spanish and will be expected to use Spanish in the class on a regular basis. Exams will test for writing, reading, listening, and speaking proficiency and will include questions concerning culture. The students will use texts, magazines, newspapers and video to enhance reading and listening skills. Outside reading and writing will be required. This class meets for one class period daily for the entire year.

## INDUSTRIAL EDUCATION

### *METALS I*

Metals I is an introductory course into the world of metals and metal processes. The students will gain knowledge of each of the processes by hands-on practice to develop and produce a project using the techniques and processes learned.

### *METALS II*

Metals II is a continuation of the Metals I course. The students will deal with metal working at a more detailed level, including finishing work, repair and the practical uses of metal, working in today's society. Exploring combustion engines, their uses and maintenance are also part of this program.

### *METALS III & IV*

Metals III & IV is an advanced course in which students will use the knowledge learned in Metals I & II to further explore and develop areas of special interest. This will aid them in the production of useful and practical projects that they will design, build and finish while in class. This is an advanced course and students are expected to work on their own to safely produce quality work.

### *WOODS I*

This course is divided into the following units: project design and planning, jointer, power circular saw, band saw, surfacer, power sander, turning lathe, shaper and router. The course is designed to teach the individual student a measure of skill in the use of common tools and machines; to develop desirable attitudes and practices in regard to health and safety of machine operations.

### *WOODS II, III, & IV*

Students will study furniture styles, elements of design, designing a product, materials, furniture construction, and finishing. In addition, a review of all tools and machines will be included in the course. Students will develop an appreciation of good design and workmanship and how to select and care for industrial products.

### *AUTOCAD Grades 9-12*

This course will provide students an opportunity to learn about computer aided design or sometimes referred to as computer aided drafting. This course targets students with little or no previous AutoCAD experience. Participants will learn the basics of CAD geometry creation and manipulation using a variety of computer command inputs including keyboard shortcuts, toolbox icons, and mouse menu selection. Geometry created will include points, lines, circles, arcs, and basic polygons. Students will learn a variety of design experiences, such as orthographic construction, isometric dimensioning techniques, geometric construction, usage of the alphabet of lines, storing and retrieval of drawings, scaling of drawings and many other techniques associated with drawing and utilizing the AutoCAD program.

## MATHEMATICS

The Mathematics Department endeavors to furnish citizens with those tools necessary for the fulfillment of a richer life. Formerly, mathematics was considered a science much as the physical, natural and social sciences. In modern society, however, mathematics is so essential to the development of all areas of study that it is considered a basic tool of learning. It is with this thought in mind that this school integrates mathematics in many courses as a supplement to the designated mathematical courses of study.

### *PRE-ALGEBRA*

This course is geared for students who may have difficulty with the more advanced concepts of traditional algebra and geometry. The course covers the Common Core Standards of; Rational Numbers and Exponents, Proportionality and Linear Relationships, Introduction to Sampling and Inference; and Creating, Comparing, and Analyzing Geometric Figures. Upon successful completion, and student will be prepared to understand and comprehend all of the Common Core Standards covered in Mathematics I.

### *MATHEMATICS I \*Teacher recommendation*

This course is an Integrated Mathematics course which is designed to combine the basic principles of algebra, geometry, and statistics. It was developed to provide comprehensive coverage of the Common Core State Standards for Mathematics. This course focuses on the Common topics of: (Number and Quantity) – Quantities; (Algebra) – Seeing Structure in Expressions, Creating Equations and Reasoning with Equations and Inequalities; (Functions) – Interpreting Functions, Building Functions, and Linear, Quadratic and Exponential Models; (Geometry) – Congruence, Expressing Geometric Properties with Equations and Similarity, Right Triangles, and Trigonometry; (Statistics and Probability) – Interpreting Categorical and Quantitative Data. Students will develop a conceptual understanding of the mathematics they encounter and strong problem-solving and reasoning abilities, with the goal of ensuring that students understand and are able to do mathematics.

This course meets the requirement of an Algebra I or equivalent credit for graduation.

### *MATHEMATICS II Prerequisite: Mathematics I*

This course is an integrated algebra, geometry, and statistics course that expands upon the Common Core topics discussed in Mathematics I. Other Common Core topics covered include: (Geometry) - Circles and Geometric Measurement and Dimension; (Number and Quantity) – the Real Number System and the Complex Number System; (Algebra) – Arithmetic with Polynomials and Rational Expressions; and (Statistics and Probability) – Conditional Probability and the Rules of Probability. Students will further develop a conceptual understanding of the mathematics they encounter and continue to improve upon their problem-solving and reasoning abilities.

This course meets the requirement of a Geometry or equivalent credit for graduation.

### *MATHEMATICS III Prerequisite: Mathematics II*

This course is an integrated algebra, geometry, and statistics course that develops in more detail the Common Core topics that were discussed in Mathematics I and Mathematics II. Other Common Core topics covered include: (Geometry) – Modeling with Geometry; (Functions) – Trigonometric Functions; and (Statistics and Probability) – Make Inferences and Justify Conclusions. Students will work on concepts that will provide preparation for being successful on the ACT. This course is designed for those students preparing for college. This course meets the requirement of an Algebra II or equivalent credit for graduation.



### *PRE-CALCULUS Prerequisite: Mathematics III*

This course is primarily for students who intend to take calculus, college algebra, or earn a degree in a math related field. Topics include problem solving with equations, functions, polynomials, exponential functions, logarithmic functions, trigonometric functions, law of sines, law of cosines, trigonometric identities and equations, systems of equations and inequalities, parabolas, ellipses, hyperbolas, sequences and series, mathematical induction, and the binomial theorem. PREREQUISITE: A grade of C or better in Mathematics III.

NOTE: A graphing calculator or appropriate app is required for this course.

### *COLLEGE PREP CALCULUS Prerequisite: Pre-Calculus*

College Prep Calculus is a course designed specifically for those students preparing for college and a career that requires advanced mathematical concepts and techniques. The course contains the study of two main branches of calculus: namely, differential calculus and integral calculus.

In general, calculus is the mathematics of change and motion. Where there is motion or growth, where forces are at work producing change, calculus is the right mathematical tool. Modern science and engineering use both branches of calculus to express physical laws in precise mathematical terms, and to study the consequences of these laws. In addition calculus is used increasingly to model problems in the fields of business, biology, medicine, animal husbandry and political science.

Topics introduced in the course include limits, the derivative and its application, integration and its applications and the application of these concepts to transcendental functions.

### *ACCOUNTING MATH Prerequisite: Grade 11 & 12 or teacher recommendation*

The first semester of accounting math will teach accounting concepts to be used in a sole proprietorship or in your own individual life. The second semester will concentrate on accounting for a partnership. Emphasis is placed on the basic principles, concepts and procedures of accounting. Topics such as elements of accounting, recording business transactions, and the accounting cycle will be covered. This is accomplished through the use of workbooks correlated to the text. Exercises are completed by the student throughout the course and are concise and clear-cut basic examples of actual accounting as practiced in the world of business. Accounting math is recommended for students interested in a career in business and for those planning to pursue a degree in accounting or a business related field at a post-secondary institution (education, administration, management, marketing, finance, etc.).

### *PERSONAL FINANCE MATH*

#### *Prerequisite: Math I and Grade 11 & 12 or teacher recommendation*

This course is designed to prepare students for the challenges of personal finance when they enter the workforce. Topics covered include; Income, Budgets, Checking and Savings accounts, use of Charge accounts and Credit Cards, securing Loans, Vehicle costs, Housing costs, Insurance, Managing Investments and filling out State and Federal Income Tax returns. To solve personal finance application challenges, use of computers and calculators is expected. Our personal finance math students will meet appropriate performance standards described under Common Core Standards for Mathematics.

## MUSIC

### *SENIOR HIGH BAND (GRADES 9 - 12)*

The band is the instrumental group performing for the high school. The band appears at home football and basketball games, the Christmas and Spring concerts and the Band Festivals.

The members are exposed to all types of music, from the earliest to the most contemporary, along with the “pop” tunes for the day. In additions, the student is encouraged to participate in the Solo and Ensemble Festival and to take private lessons.

### *CHORUS (GRADES 9 – 12)*

The chorus is the vocal group performing for the high school. The chorus has two major performances at the Winter and Spring concerts, and may perform for other events. The chorus will sing two and three part harmony. The members are exposed to all types of music, from the earliest to the most contemporary, along with the “pop” tunes for the day.



## PHYSICAL EDUCATION

### *PHYSICAL EDUCATION*

Physical education I and II are a continuation of the junior high school physical education program. The freshman and sophomore years are designed to give each student the opportunity to participate in a variety of activities, thereby improving his skills and knowledge of the activity. This will also increase the student's interest in being active, thus leading to a healthier lifestyle.

In physical education III and IV students are offered activities that are considered "lifetime" activities. At the end of their sophomore year, students will sign up for the activities in which they wish to participate the following year.

The units in physical education III and IV will last for six weeks and will meet either Monday, Wednesday and Friday or Tuesday and Thursday. Each student must participate in six (6) of these units to earn the required credit.

### *ADVANCED PHYSICAL FITNESS*

This Physical Education class pushes students to improve their physical fitness by implementing workout programs that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Differentiated workout programs will be developed to meet the individual needs and goals of each student. Classroom learning will build upon the fitness basics learned in previous Physical Education classes in order to develop a more advanced understanding of the causes and effects of physical fitness on the body. This option is recommended for athletes and for those who want to focus more intensely on improving physical fitness. You must have passed Physical Education 1 or receive special permission from Mr. Trudeau to take this class.

\*Note- Because of safety concerns in the weight room, class size needs to be limited. Preference will be given to seniors and juniors.

## HEALTH

### *HEALTH .50 credit*

This course is a requirement for graduation (1 semester). Throughout the semester students will study a wide variety of health topics. A holistic approach to health is taken as all aspects of health will be covered (social, physical, mental, emotional) through book work, projects, role-playing, movies, guest speakers, hands-on activities, etc. Each student will be given the tools to make educated choices and become proactive when it comes to his/her overall well-being.

## SCIENCE

### *BIOLOGY*

This offering is a one year course involving the study of life. Major topics include the chemistry of life, cell structure and function, genetics, evolution, and an overview of taxonomy. The main concepts promoted throughout the course are a molecular and cellular view of living organisms, the interdependence of living things, man's effect on and his responsibility to the environment.

### *ADVANCED BIOLOGY*

This offering is a yearlong course directed toward the student who plans to major in the sciences at a university, or pursue a career in a medical field. The course involves extensive lab work with the fetal pig relative to comparative human anatomy and biochemical processes relating to human systems. Biology is a prerequisite and taking general chemistry before or concurrently is advised.

### *ADVANCED CHEMISTRY*

This offering is a yearlong course directed toward the student who plans to major in the sciences or a science related field at a university. The course includes study of introductory organic chemistry with the emphasis on naming and writing formulas for basic organic compounds, thermodynamics, redox reactions and the implementation of qualitative analysis methods to identify unknown metals and nonmetals. There is extensive laboratory work with emphasis on record keeping. Chemistry is a prerequisite.

### *PHYSICS*

This is a one year course directed toward the student who plans to major in the sciences, science related, math, or computer fields in college. Topics covered include, but are not limited to, velocity, acceleration, momentum, gravity, work and machines, electricity, wave motion, sound, and light. Laboratory work and the use of the scientific method of problem solving are used within the limits of feasibility. There is an emphasis on accurate record keeping during the lab work. The successful completion of biology and at least one year of algebra are required. Completion of or concurrent enrollment in trigonometry is suggested.

### *CHEMISTRY*

This is a one year course that meets two criteria. It has been designed for admission requirements for technical schools and universities. Basic chemical theory is presented with as much emphasis on laboratory procedure and the scientific method of problem solving as possible. You must have completed Math I and Biology (with a C or better) to take this class.

### *GRADE 9 EARTH SCIENCE*

Earth Science is the study of our planet and its environment. In this study we investigate our position in the universe and all our planetary movements. We probe into the past geologic history of Earth to find how it evolved into its present form. A good deal of time is spent investigating the relationship between human activity and the long-term health of Earth's systems and students are challenged to seek solutions to some of the most important challenges facing humanity today.

## **SOCIAL STUDIES**

### *WORLD HISTORY*

The World History course is a requirement for graduation. Throughout the year students will study different parts of our world and learn, in-depth, about each area and the start of civilization. Topics covered will include customs, culture, history, economics, and geography—ranging from the ancient past to modern times.

### *UNITED STATES GOVERNMENT*

United States Government is a social studies course that is a requirement for graduation. The course will cover certain aspects of national government, including the executive, legislative and judicial branches. Operations of the state and local governments will also be studied. This course is designed to enable the student to understand the functions of our various units of government.

### *UNITED STATES HISTORY*

We cannot hope to understand the current state of affairs in the United States if we do not understand the people, trends, and decisions of the past that led us to this point. The study of U.S. History is ultimately an endeavor to understand the present and guide our decision-making to lead to a brighter future.

With this objective in mind U.S. History is at Niagara is studied thematically, as opposed to chronologically. Today's most important and relevant issues are selected, and then the historical forces that led to the current situation are explored. Examples of the thematic units of study include Cultures in Contact, American Freedom, Liberty and Justice for ALL, and The U.S. and the World. Students are asked to do more than just recite what happened; they are asked to examine why it happened and to consider what it would have been like to live through it; and most importantly, to apply the lessons of the past to today.

### *AMERICAN SOCIETAL CHALLENGES*

This course is intended for students who do plan to go on to some form of higher education. Major emphasis during the first semester is centered around the study of our economic system and, to an extent, our government system. Emphasis is placed on the current issues facing our society in hopes that students do become familiar with them and continue to take an active interest in such concerns. Focus in the second semester shifts to psychology, which will introduce students to core concepts and content areas in the field. The course introduces students to the methods of inquiry and evaluation used by psychologists. The content of the course provides students with information about issues that all individuals encounter not only concerning themselves but in their relationships with friends, family, and acquaintances. Studying psychology should lead students to an appreciation of and tolerance for individual differences. Students should acquire insight into the complex determinants underlying individual and group behavior. Finally students should be prepared to be intelligent consumers of psychological services.

### *CURRENT ISSUES*

This course will focus on current events and their relationship to the social science curriculum, which includes the study of United States and world history, government, economics, psychology, sociology and geography. The course will be offered to students in grades 9 - 12. The intent of the course is to provide a student with current knowledge of world and national events that affect all of society.

## AP COURSE OFFERINGS

In order for a student to take AP courses they must meet the district requirements. These requirements are as followed but are not limited to:

Fulfillment of previous course offerings by the district  
Meets the prerequisite requirements  
Teacher recommendation  
Administrative approval  
Student is in good standing

## SPECIAL EDUCATION COURSE OF STUDY

Students may enter the Special Education program only after parental approval has been given and the student has been evaluated by the Director of Special Education or the designee. An Individualized Education Plan (I.E.P.) will be designed to meet each student's needs. Referrals for special education services must be made in writing and given to the Director of Special Education or the designee.

NOTE: Under each of the courses of study, the principal reserves the right to waive certain requirements in the event of extenuating circumstances. The waiver will be in keeping with past practice of the school district and consistent with state requirements.

## WORK BASED EXPERIENCE

There are opportunities available for students to participate in a job situation, either paid or unpaid, for the purpose of exposure to the world of work environment while in school. These opportunities are as follows:

1. Co-op. This a state certified one year program for seniors, which includes all the components of a youth apprenticeship. Opportunities available may be in business, marketing, and health.
2. Work-Based Experience. This is a district program that enables juniors and seniors to get paid in a career-related job while receiving credit toward graduation for that work experience. The student is responsible for the initial employer contact.

If you are interested in any of these unique programs, see the guidance counselor.

## VOCATIONAL CENTER

Seniors and juniors may have an opportunity to enroll in one of the two hour blocks of time at the Dickinson-Iron Vocational Technical Center. This enables a student to earn two credits in a school year in any one of the following listed offerings:

A+ Certification Computer  
Network+ Certification  
Computer Coding for Gaming

Auto Body & Collision Repair I  
Auto Body & Collision Repair II

Automotive Technology

Building Trades I  
Building Trades II

Electronic Technology & Robotics I  
Electronic Technology & Robotics II

Graphic Communications I  
Graphic Communications II

Health Occupations - Core  
Health Occupations – Medical Terminology

Marketing I  
Marketing II/ Entrepreneurship

Welding Technologies I (with permission)  
Welding Technologies II,

Descriptions of the Vocational Center offerings are on our website, [www.niagara.k12.wi.us](http://www.niagara.k12.wi.us). Copies of the same are placed in the guidance office, LMC, and principal's office for student use.