

**COVER FOR OFFICIAL FILE**  
**SCHOOL DISTRICT BOUNDARY APPEAL BOARD**

---

**File No:** 2023-03

**From:** School District of Edgar

**To:** School District of Marathon City

**Appellant(s):** Nathan and Danielle Martin

**Address:** 133770 County Road P  
Marathon, WI

**SDBAB Hearing**

**Date:** Monday, May 15, 2023

**Time:** 2:00 PM

**Location:** Via videoconferencing on Microsoft Teams  
+1 608-620-9781, Conference ID: 847 371 882#

**School District Boundary Appeal Panel (Board) Members:**

1. Valorie Kulesa, CESA 10 (small)
2. Amy Riddle-Swanson, CESA 11 (medium)
3. Barbara Herzog, CESA 6 (large)

**Chair:** Kathy Fry

the number of electors who voted for governor at the last general election in that area.

(b) If the area does not coincide with a municipality or part thereof for which election statistics are kept, the number of electors shall be determined as follows:

1. The area of the school district in square miles shall be divided by the area of the municipality in square miles in which it lies.

2. The vote for governor at the last general election in the municipality within which the school district lies shall be multiplied by the quotient determined under subd. 1. to determine the required number of electors.

(c) If a school district is in more than one municipality, the method of determination under par. (b) shall be used for each part of the school district which constitutes only a fractional part of any area for which election statistics are kept.

**History:** 1973 c. 90; 1975 c. 115, 189; 1977 c. 29, 206; 1979 c. 89, 301; 1983 a. 27, 189; 1985 a. 29, 225, 332; 1987 a. 46; 1993 a. 27; 2009 a. 42; 2013 a. 257.

## SUBCHAPTER II

### STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**Cross-reference:** See also *PI*, Wis. adm. code.

**115.28 General duties.** The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

**Cross-reference:** See also ch. *PI 1*, Wis. adm. code.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

(7) **LICENSING OF TEACHERS.** (a) License all teachers for the public schools of the state; make rules establishing standards of attainment and procedures for the examination and licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197; prescribe by rule standards, requirements, and procedures for the approval of teacher preparatory programs leading to licensure, including a requirement that, beginning on July 1, 2012, and annually thereafter, each teacher preparatory program located in this state shall submit to the department a list of individuals who have completed the program and who have been recommended by the program for licensure under this subsection, together with each individual's date of program completion, from each term or

semester of the program's most recently completed academic year; file in the state superintendent's office all papers relating to state teachers' licenses; and register each such license.

(b) Subject to the same rules and laws concerning qualifications of applicants and granting and revocation of licenses or certificates under par. (a), the state superintendent shall grant certificates and licenses to teachers in private schools and tribal schools, except that teaching experience requirements for such certificates and licenses may be fulfilled by teaching experience in public, private, or tribal schools. An applicant is not eligible for a license or certificate unless the state superintendent finds that the private school or tribal school in which the applicant taught offered an adequate educational program during the period of the applicant's teaching therein. Private schools are not obligated to employ only licensed or certified teachers.

(c) Subject to s. 118.19 (4m), license and make rules for the examination and licensing of persons, including teachers, employed to provide publicly funded special education and related services, as those terms are defined in s. 115.76 (14) and (15).

(d) Annually, establish fees for the certification or licensure of school and public library personnel sufficient to fund certification and licensing administrative costs.

(e) 1. In this paragraph, "alternative education program" means an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school, a tribal school, or a home-based private educational program.

2. Promulgate rules establishing requirements for licensure as an alternative education program teacher and for the approval of teacher education programs leading to licensure as an alternative education program teacher. The rules shall encompass the teaching of multiple subjects or grade levels or both, as determined by the state superintendent. The rules may require teacher education programs to grant credit towards licensure as an alternative education program teacher for relevant experience or demonstrated proficiency in relevant skills and knowledge.

**Cross-reference:** See also ch. *PI 34*, Wis. adm. code.

(f) The department may not charge a fee for the issuance of a license, permit, or certificate to an individual who is eligible for the veterans fee waiver program under s. 45.44.

(g) Notwithstanding s. 118.19 (3), (4m), (6) to (9), (12), and (14), grant a charter school teaching license to any person who has a bachelor's degree and demonstrates, based upon criteria established by the department, that the person is proficient in the subject or subjects that he or she intends to teach. The license authorizes the person to teach that subject or those subjects in a charter school.

(gm) Notwithstanding s. 118.19 (8), (9), and (11), grant an initial charter school principal license to any person who is licensed, or otherwise credentialed, to be a school principal in another state if the person holds the license or other credential in good standing, has completed at least 3 years of full-time classroom teaching, and is eligible for licensure under s. 118.19 (4) and (10). The license authorizes the person to be a principal of a charter school.

(h) Promulgate a rule requiring an applicant for a license to provide his or her home address.

(7g) **EVALUATION OF TEACHER PREPARATORY PROGRAMS.** (a) The department shall, in consultation with the governor's office, the chairpersons of the committees in the assembly and senate whose subject matter is elementary and secondary education and ranking members of those committees, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities, do all of the following:

**SUBCHAPTER II**  
**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

115.28 General duties. The state superintendent shall:

(1) **GENERAL SUPERVISION.** Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

(2) **SECTARIANISM.** Exclude all sectarian books and instruction from the public schools.

(3) **SUPERVISION OF SCHOOLS.** Supervise and inspect the public schools and day schools for children with disabilities, advise the principals and local authorities thereof and give assistance in organizing such schools.

(3m) **SUPERVISION OF COOPERATIVE EDUCATIONAL SERVICE AGENCIES; RULES.** (a) Supervise and audit the receipts and expenditures of the cooperative educational service agencies, conduct program review of the agencies, supervise boundary reorganization where necessary, advise the administrators of the agencies and provide assistance in organizing the agencies throughout the state.

(b) Promulgate rules establishing procedures for the reorganization of cooperative educational service agencies and boundary appeals.

(4) **PUBLIC INFORMATION.** By reports, bulletins, circulars, correspondence and public addresses, give the public information upon the different methods of school organization and management and the subject of education generally.

(5) **APPEALS.** Examine and determine all appeals which by law are made to the state superintendent and prescribe rules of practice in respect thereto, not inconsistent with law.

(6) **ANNUAL CONVENTIONS.** Annually, hold conventions of school district administrators, supervisors and agency coordinators.

assessed valuation divided by the assessment ratio of the taxation district, file a petition with the secretary of the board requesting board review of the proposed reorganization.

(b) If a petition requesting review is filed under par. (a) 1., the secretary of the board shall immediately notify the school board of the other affected school district and each of the owners of territory in the annexed territory. If a petition requesting review is filed under par. (a) 2., the secretary of the board shall immediately notify the school board of each affected school district. Before the following January 15, the board shall issue an order either affirming the denial of the proposed reorganization or detaching all or part of the annexed territory described in the resolution or petition under sub. (2) from the school district in which it is located and attaching it to the municipal school district. The board's order shall be in writing, shall include a statement of reasons for the order and shall be filed as provided under s. 117.17 (2). If the board orders territory detached from the school district in which it is located and attached to the municipal school district, the reorganization shall take effect on the following July 1.

**History:** 1989 a. 114; 1991 a. 269; 1999 a. 150; 2007 a. 43; 2017 a. 207 s. 5.

**117.14 Appeal to court.** (1) Any person aggrieved by the denial of a consolidation under s. 117.08 (2) or 117.09 (2), the granting of a detachment and attachment of territory under s. 117.11 (3) or any order of the board or an appeal panel under this chapter may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to a circuit court as follows:

(a) If the order is issued under ss. 117.08, 117.09 or 117.10, the appeal shall be filed with the circuit court of any county in which any territory of any affected school district is located.

(b) If the order is issued under ss. 117.105 to 117.132, the appeal shall be filed with the circuit court of any county in which any of the territory proposed to be detached from one school district and attached to, or included in, another school district is located or with the circuit court of any county in which any territory of the school district to which the territory is proposed to be attached, or the school district that is proposed to be created, is located.

(1m) Any person aggrieved by an order resolving a boundary dispute under s. 117.35 (3) may, within 30 days after copies of the order are filed with the secretary of the board under s. 117.17 (2), appeal the order to circuit court. The appeal shall be filed with the circuit court of any county in which any portion of the disputed territory is located.

(2) A person appealing under this section shall serve a written notice of appeal stating specifically the grounds upon which the appeal is based on the secretary of the board and file the notice with the clerk of the circuit court.

**History:** 1989 a. 114, 287; 1997 a. 286; 1999 a. 18.

**117.15 Criteria for school district reorganizations.** In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is

proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153 (1) (a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

**History:** 1989 a. 114, 287; 1997 a. 286.

On review of a decision under this section, the only issues to be considered are whether the reorganization authority acted within its jurisdiction and whether the determination was arbitrary and capricious. While an authority is bound to consider all the factors enumerated in this section, it may consider information from other sources, including matters within its knowledge and expertise. *School District of Waukesha v. School District Boundary Appeal Board*, 201 Wis. 2d 109, 548 N.W.2d 122 (Ct. App. 1996), 95–0905.

**117.17 Reorganization order.** (1) **CONTENTS; EFFECTIVE DATE.** (a) Every order of school district reorganization under s. 117.08, 117.09 or 117.105 that creates a new school district shall state the school districts which are dissolved or from which territory is detached to create the new school district, name the new school district, state the type of school district and the grades to be taught by the new school district pursuant to s. 115.01 (2), (3) and (5), designate the number of school board members under s. 120.01 or 120.41, designate the terms of initial members of the school board under s. 120.02 (3) (a), designate the method of election of school board members under s. 120.06 or 120.42, direct the election of school board members under s. 120.06 or 120.42, insofar as applicable, designate the date of the first election of school board members, as provided under s. 117.22 (2) (b), and fix the time and place for the first annual meeting of the new school district, if one is to be held. The secretary of the board shall give notice of the first annual meeting, if one is to be held, under s. 120.08 (1) (c), and shall designate a person to act as temporary chairperson of the annual meeting until a chairperson is elected.

(b) Every order of school district reorganization under s. 117.10 that dissolves a school district shall state the school district that is dissolved and describe the territory, assets and liabilities of the school district. Every order of school district reorganization issued under s. 117.10 (4) shall describe the territory, assets and liabilities allocated to each other school district under that subsection.

(bm) Every order of school district reorganization under s. 117.105 shall describe the territory of the school districts from which territory is detached to create the new school district, state the school district created by the order and describe the territory of the school district created by the order.

(c) Every order of school district reorganization under ss. 117.11 to 117.132 shall state the school districts from which any territory is detached and the school district to which any territory is attached and describe the territory.

(d) Every order of school district reorganization and every order under s. 117.35 (3) shall state the date on which it is to take effect. The date shall be as specified under ss. 117.08 to 117.132, 117.27 (1) and 117.35 (3). If an appeal is made to court under s. 117.14, the court may stay enforcement under s. 227.54 of the

**117.15 Criteria for school district reorganizations.** In making any decision under ss. 117.08 to 117.132, a school board, the board and an appeal panel shall consider the following factors as they affect the educational welfare of all of the children residing in all of the affected school districts, and may consider other appropriate factors:

(1) The geographical and topographical characteristics of the affected school districts, including the estimated travel time to and from school for pupils in the school districts.

(2) The educational needs of all of the children residing in the affected school districts, the educational programs currently offered by each affected school district and the ability and commitment of each school district to meet those needs and continue to offer those educational programs.

(2m) If territory is proposed to be detached from one school district and attached to an adjoining school district or proposed to be included in a new school district under s. 117.105, whether the proposed detachment will have any adverse effect on the program currently offered by the school district from which the territory is proposed to be detached, including both curricular and extracurricular aspects of that program.

(3) The testimony of and written statements filed by the residents of the affected school districts.

(4) The estimated fiscal effect of the proposed reorganization on the affected school districts, including the effect of the apportionment of assets and liabilities.

(5) Whether the proposed reorganization will make any part of a school district's territory noncontiguous.

(6) The socioeconomic level and racial composition of the pupils who reside or will reside in territory proposed to be detached from one school district and attached to an adjoining school district, in territory proposed to be included in a new school district under s. 117.105 or in school districts proposed to be consolidated or in a school district proposed to be dissolved; the proportion of the pupils who reside in such territory who are children at risk, as defined under s. 118.153(1)(a); and the effect that the pupils described in this paragraph will have on the present and future socioeconomic level and racial composition of the affected school districts and on the proportion of the affected school districts' enrollments that will be children at risk.

(7) The results of any referendum held under s. 117.10.

# Chronology of Events - Petition for School District Reorganization

## School District Boundary Appeal Board Panel- 2022-23

### Wisconsin Department of Public Instruction

File #	23-03
Petitioner(s)	Nathan and Danielle Martin
Detaching District	Edgar
Attaching District	Marathon

1/11/2023	The detaching district received the petition.
2/8/2023	The school board of the attaching district approved the reorganization.
2/15/2023	The school board of the detaching district denied the reorganization
3/8/2023	The petitioner was notified about the right to appeal.
3/14/2023	An appeal request was received from the petitioner.
5/15/2023	Date of Appeal Hearing
2:00 PM	Time of Hearing
Virtual via Teams	Location of Hearing
	Hosted in Madison, Wisconsin
0	Number of Students on the Property

Source of Information: Official documents filed with the Secretary of the School District Boundary Appeal Board by the school districts, minutes of school board hearings, if held; documents and reports submitted by the school districts.

Official File: Available from the Secretary of the School District Boundary Appeal Board in advance of, or at the time of, the School District Boundary Appeal Board hearing.

Financial information about the districts can be found in the DPI material section of the appeal packets.

**MATERIALS  
FROM  
PETITIONER**

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sms/reorganization/small-territory-owner> on the Internet for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1.**

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)			
Petitioner Name(s) <u>Nathan and Danielle Martin</u>			
Address (street, city, zip) <u>13370 County Road P Marathon, WI 54448</u>			
Phone Number <u>715 5515595</u> <u>715 581 2456</u>	E-mail <u>nathanmartin10.8@gmail.com</u>		
Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:			
<u>Parcel # 01228053440992</u>			
<u>Address: 13370 County Road P Marathon, WI 54448</u>			
<u>Description: SEC 34-28-05 PT OF SE 1/4 SE 1/4 E 1/4 S 865.25' THRE EX RD</u> <small>(If more space is needed to describe the property, attach additional pages)</small>			
I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the <u>Edgar</u> School District and to attach it TO the <u>Marathon</u> School District.			
(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)	
SIGNATURE(S)	DATE	Property Owner	Elector Both Owner and Elector
1. <u>Danielle Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. <u>Nathan Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)			
The legal description of the territory proposed for detachment is sufficient to identify its location and value. <small>(If no, return the form to the petitioner.)</small>		YES	NO
<u>Edgar</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
School District where territory is located	Value of Property	<u>289,300</u>	
Municipality where territory is located <u>Cassel</u>	Year Value was Determined	<u>2020</u>	
County where territory is located <u>Marathon</u>	Assessment Ratio	<u>100%</u>	
I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.			
SIGNATURE OF MUNICIPAL CLERK		Date:	
<u>Mary Kay Hagenbucker</u>		<u>10/27/22</u>	
Name of Clerk (please print) <u>Mary Kay Hagenbucker</u>			
Mailing Address <u>223001 Brookfield Rd Marathon</u>			
Phone Number <u>715-573-3862</u>	E-mail Address <u>TOWNofCassel@gmail.com</u>		
SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)			
District receiving petition <u>Edgar</u>	Date received	<u>1/11/2023</u>	
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 <sup>rd</sup> Friday in September or 2 <sup>nd</sup> Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	Rebecca Normington	Phone	<u>715-352-2352</u>
SIGNATURE OF SCHOOL DISTRICT CLERK		<u>Rebecca Normington</u>	



Example template provided by DPI

**REQUEST FOR REVIEW OR APPEAL  
SCHOOL DISTRICT BOUNDARY APPEAL BOARD (SDBAB)**

- Provide complete contact information for the person or persons initiating this request for review.
- Submit the request to the Secretary of the School District Boundary Appeal Board (see address below) **BEFORE THE DEADLINE SHOWN ON THE COVER LETTER.**
- **Include a check or money order for the amount specified to cover the costs of convening the Board or Appeal Panel.** (Section 117.05(9) of the Wisconsin state statutes authorizes the state superintendent to charge a fee to reimburse the department for the costs of any review or appeal.)
- If there are multiple individuals requesting this review, page 2 may be used for the additional names and signatures (make sure the entire page gets copied).
- For more information see the DPI website at <https://dpi.wi.gov/sfs/support/reorganization/detachment/small-territory-board> or contact Kathy Fry at (608) 224-5343 or via email, [Kathleen.Fry@dpi.wi.gov](mailto:Kathleen.Fry@dpi.wi.gov).

INFORMATION PROVIDED BY THE REQUESTER (please print or type)				
Name(s): <u>Nathan &amp; Danielle Martin</u>				
Mailing Address (street, city, zip): <u>133770 County Rd. P Marathon, WI 54448</u>				
Phone Number <u>715-551-5595</u>		E-mail Address <u>Nathanmartin16@gmail.com</u>		
In which School District is the property located?		<u>Edgar School District</u>		
What is the File # for the Petition?		<u>23-03</u>		
I/we, the undersigned, file this petition for review or notice of appeal for the file or order identified above.				
(Use page 2 for additional signatures if there are multiple requesters)		(For each signature check one)		
SIGNATURE(S) of requester identified above	DATE	Property Owner	Elector	Both Owner and Elector
1. <u>[Signature]</u>	<u>2/2/23</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Danielle Martin</u>	<u>2/2/23</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pursuant to the provisions of Chapter 117, Wisconsin statutes, the signers of this request represent (check only one):				
<input type="checkbox"/>		majority of the electors residing in the territory proposed for detachment		
<input checked="" type="checkbox"/>		the owners of 50 percent or more of the territory proposed for detachment		
Mail the required filing fee, along with this request, to:		Secretary, School District Boundary Appeal Board Department of Public Instruction PO Box 7841 Madison, WI 53707-7841		

Form for signatures of additional requesters

**MATERIALS  
FROM  
DETACHING  
DISTRICT**

# BOARD OF EDUCATION MEETING SCHOOL DISTRICT OF EDGAR

LMC – February 15, 2023 @ 6:00 P.M.

*IN COMPLIANCE WITH THE WISCONSIN OPEN MEETING LAW*

*Public Notice s. 19.84 (3)*

*Exemption s. 19.85*

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda

## AGENDA

### A. CALL TO ORDER

1. Call Meeting to Order – Corey Mueller

### B. PLEDGE OF ALLEGIANCE

### C. ROLL CALL

### D. EDGAR SCHOOL DISTRICT STRATEGIC PLAN

1. Mission Statement: The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff and community members. Edgar Excellence embodies leadership in: curriculum & instruction, technological integration & innovation, collaboration & co-curriculars. We prepare all of our graduates to be college and career ready.
2. Vision: The Edgar Excellence environment will ensure a rigorous learning experience that equips our students for success in a global society.
3. Values: The School District of Edgar values: Edgar Excellence...Pride and Tradition!
  - a. Respect & Responsibility, Teamwork, Hard Work & Integrity, Leadership, Critical Thinkers, Acceptance of All

### E. WRITTEN NOTICE OF THIS MEETING HAS BEEN POSTED AND SENT TO THE MEDIA ON:

1. Friday, February 10, 2023

### F. RECOGNITION OF PERSONS WISHING TO ADDRESS THE BOARD

1. Public Participation

### G. STAFF/STUDENT PRESENTATIONS

1. Student Board Representative—Carver Higgins

### H. ADMINISTRATIVE REPORTS

1. District Administrator
  - a. Meetings in January
  - b. Second Friday in January Pupil Count
  - c. Legislative Dinner/Meeting in Medford: April 10<sup>th</sup>
  - d. Open Enrollment Dates: February 6-April 28, 2023
  - e. Change March Board Meeting Date to March 8<sup>th</sup>
  - f. Communication
    1. MCSE January Board Highlights
  - g. Correspondence
    1. Memorandum from Attorney Dietrich re: EATS request
    2. Thank you from AFS Students (3)
2. Building Administrators
  - a. Mrs. Witt
    1. Data
      - a. FASTBridge Grades 4K-5
      - b. AGR Goals
      - c. Attendance/Behavioral Data

2. Curriculum Update
3. Preschool Screening
  - a. March 15 and 16 from 7:30am-5:00pm
  - b. Survey to Parents re: Possible Change in 4K Format
4. Upcoming Dates
  - a. Summer School Meeting—February 20<sup>th</sup>
  - b. February Family Outdoor Fun Night—February 21<sup>st</sup>
  - c. Elementary P/T Conferences—February 23<sup>rd</sup> from 3:30-7:30pm
  - d. Staff Inservice – February 24<sup>th</sup>
- b. Mr. McCarty
  1. ACT Testing
    - a. March 7<sup>th</sup>
  2. Attendance/Behavioral Data
  3. MS/HS P/T Conferences—February 22<sup>nd</sup> from 3:30-7:30pm
  4. Overnight Fieldtrip
- c. Mrs. Koroch
  1. Professional Development for SE Teachers
  2. Transition to Go IDEA Platform
  3. Birth-3 Transition to LEA Discussions
  4. Special Ed Coordinator Questionnaire Results
  5. Mental Health Committee Updates
3. Board Members—WASB State Convention Report

#### **I. CONSENT AGENDA**

1. Approve Agenda, Approve Minutes, Financial Statement & Bills for Payment
  - a. January 16, 2023—Regular Board Meeting
2. Personnel
  - a. Spring Coaches
3. Policy
  - a. Achievement Gap Reduction (AGR) Report
  - b. Academic Excellence Scholarship for Class of 2023
  - c. Technical Excellence Scholarship for Class of 2023
  - d. Overnight Fieldtrip Policy #2340
    1. Track Fieldtrip
  - e. Public School District Reorganizations—Detachment/Attachment of Small Territory Initiated by Owners
    1. Wirkus petition to Alter District Boundaries - attachment from School District of Marathon
    2. Martin petition to Alter District Boundaries - detachment from School District of Edgar
    3. Kraft petition to Alter District Boundaries - detachment from School District of Edgar
      - a. Act on Resolutions Authorizing Issuance of an Orders
      - b. Act on Orders
4. Finance
  - a. CESA 9 Services Contract 2023-24
  - b. CESA 10 Services Contract 2023-24
  - c. ESSER III: Safe Return to In-Person Instruction and Continuity of Services Plan
  - d. Electric Bus Grant
  - e. Transportation Contract Update

#### **J. OTHER BUSINESS**

#### **K. RECOGNITION OF PERSONS WISHING TO ADDRESS THE BOARD**

1. Public Participation

#### **L. BOARD SUGGESTED FUTURE AGENDA ITEMS**

#### **M. ADJOURN**

SCHOOL DISTRICT OF EDGAR  
REGULAR BOARD OF EDUCATION MEETING  
LIBRARY MEDIA CENTER  
February 15, 2023

The meeting was called to order by Corey Mueller at 6 p.m.

The Pledge of Allegiance was led by Corey Mueller

**Roll Call:** 5 board members + 1 student representative (Corey Mueller, Gary Lewis, Becca Normington, Megan Wesolowski, Pam Stahel, Carver Higgins) 4 administrators (Cari Guden, Lisa Witt, Tom McCarty, Megan Koroach), 9 guests.

**Public Participation:** None.

**Staff/Student presentations:**

- Carver Higgins presented for the first time as the student representative on the School Board. He reviewed various student activities that are sending representatives to higher-level competition, including FFA, FBLA, forensics, wrestling. Middle school and high school students participated in Mind Your Health Day. Solo & Ensemble is coming up, as well as post-season basketball tournaments.

A change in order of the agenda was made to allow requests for district boundary changes to be addressed.

**Consent Agenda**

- Public School District Reorganization requests were heard by the School Board from three property owners. Marathon School District had already approved all three requests.
  - Wirkus petition: A motion was made by Pam Stahel, seconded by Megan Wesolowski, to grant the transfer of the territory described in the petition, and approve the resolution authorizing the issuance of an order altering district boundary lines. Motion carried 3-2.
    - Further, a motion was made by Pam Stahel, seconded by Megan Wesolowski, that the reorganization in the petition filed on March 31, 2022, be granted and the order altering school district boundary lines detaching the territory described in said petition from the School District of Marathon City and attaching said territory to the School District of Edgar be approved. Motion carried 3-2.
  - Martin petition: A motion was made by Megan Wesolowski, seconded by Becca Normington, to deny the transfer of the territory described in the petition, and the resolution authorizing the issuance of an order denying the petition be approved. Motion carried 5-0.

- Further, a motion was made by Becca Normington, seconded by Megan Wesolowski, that the reorganization requested in the petition filed on January 11, 2023, to detach the territory described in said petition from the School District of Edgar and attach it to the School District of Marathon City, be denied, that said petition be dismissed, and the order of the denial be approved. Motion carried 5-0.
  - Kraft petition: A motion was made by Becca Normington, seconded by Megan Wesolowski, to deny the transfer of the territory described in the petition, and the resolution authorizing the issuance of an order denying the petition be approved. Motion carried 5-0.
    - Further, a motion was made by Pam Stahel, seconded by Becca Normington, that the reorganization requested in the petition filed on January 27, 2023, to detach the territory described in said petition from the School District of Edgar and attach it to the School District of Marathon City, be denied, that said petition be dismissed, and the order of the denial be approved. Motion carried 5-0.
- Mary Kay from Fisher Bus Company was on hand to share additional information about the proposed electric bus and the grant that will be used to pay for the bus.
  - A grant for \$375,000 will be used to cover the costs of the bus. Fisher is investing additional funding for an extended warranty, charging station and fuel heater for the bus. It will be the only electric bus in the area. The district would not pay for fuel or the charging station for the electric bus. The bus would have wi-fi and will be used for regular routes, not for trips. The bus must be kept for 5 years, and within 2 years a diesel bus must be decommissioned. The timing of the delivery of the bus is to be determined.

#### **Administrative Reports:**

- District Administrator: Cari Guden reviewed her January meeting schedule, including new driver's education options. Cari worked with Athens School District and Rosholt School District to submit a joint application for a Department of Energy heating and cooling grant. Cari reviewed the second Friday in January student count report. Medford School District will host a legislative dinner on April 10, inviting school board members from around the area to attend. Open enrollment is underway until April 28. Cari requested to change the March School Board meeting date to March 8, 6 p.m. She reviewed Marathon County Special Education January Board highlights. Cari shared a letter with School Board members from attorney Dietrich advising on the Edgar Area Trail Supporters request to build a storage building on school property. We are waiting for additional guidance from EMC insurance. A thank you from foreign exchange students was shared with Board members.
- Elementary principal: Lisa Witt said Fastbridge assessments were conducted Jan 24-25, and data for grades 4K-5 is being reviewed. She shared an Achievement Gap Reduction (AGR) plan that is developed and delivered to the Department of Public Instruction and

shared with the Board of Education at the end of each semester. She also shared attendance and behavioral data for the elementary school. Curriculum update (K-12): ELA textbooks continue to be evaluated. Preschool screening is March 15-16, during which future students are evaluated, speech and developmental needs are identified, registration for 4K is conducted and projections for class sizes are made. A 4K survey will be sent to district residents evaluating the desire for 4- or 5-day/week 4K (vs. current 2-day/3-day schedule). Upcoming dates: summer school planning meeting Feb. 20, family fun night Feb. 21, parent-teacher conferences were scheduled for Feb. 23 (rescheduled due to weather), staff inservice Feb. 24.

- High school principal: Tom McCarty reported that ACT testing will be March 7 for juniors. Pre-ACT will be held for sophomores. Tom shared middle school and high school attendance and behavior data. Parent-teacher conferences are scheduled for Feb. 22. The track team requested an overnight trip to participate in meets in southern Wisconsin.
- Special education update: Megan Koroch reported that special education is fully staffed for the first time all year. She noted special education teachers are participating in professional development. The transition to new software went smoothly. She reported on discussions for transition of Birth to 3 to LEA. Special education coordinator questionnaire results were positive. Concerns were related to staff joining mid-year missing information from earlier in the year. Mental health committee updates – focus on work/life balance, shared healthy tips with school staff, distributed healthy treats to staff.

**Board member report:**

- Cari Guden and Becca Normington provided reports from their participation in the WASB State Education Convention in Milwaukee January 17-20.

**Consent Agenda:**

- Approval of prior meeting agendas and minutes, financial statement and bills for payment:
  - A motion was made by Pam Stahel, seconded by Megan Wesolowski, to approve the agenda and minutes for the Jan. 16, 2023, regular school board meeting, as well as the financial statements and payment of bills. Motion carried 5-0.
- Personnel:
  - A motion was made by Corey Mueller, seconded by Pam Stahel, to approve the proposed spring sports coaching staffs. Motion carried 4-0 (Gary Lewis abstained).
- Policy:
  - A motion was made by Megan Wesolowski, seconded by Pam Stahel, to approve the following policies (Motion carried 5-0):
    - Achievement Gap Reduction (AGR) Report

- Academic Excellence Scholarship for Class of 2023
- Technical Excellence Scholarship for Class of 2023
- Overnight fieldtrip policy #2340
  - Track fieldtrip
  
- Finance: Cari presented the following for School Board approval: CESA 9 services contract for 2023-24. An increased cost of services is expected to be covered by grant funding. Cari recommends securing CESA staff support before the grant is approved. CESA 10 services contract for 2023-24, costs are increased over the previous contract. ESSER III funding must be approved every 6 months. No changes were noted. Electric bus grant, along with an updated transportation contract with Fisher Bus with a 5% increase in costs. A motion was made by Megan Wesolowski, seconded by Becca Normington, to approve the finance items as discussed. The motion carried 5-0.

**Other business**

- Carver noted that band and choir students will be going on a bus trip to NY, Washington, D.C., Pennsylvania over spring break.

**Public participation:** Guest Alison Reinders asked whether the fire department needs special rescue/fire training related to the electric bus.

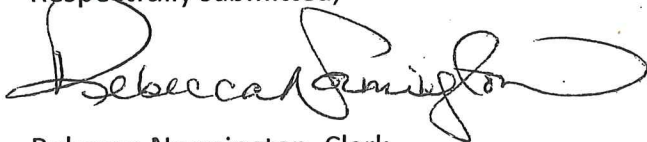
**Board suggested future agenda items**

- None

**Adjournment:**

- A motion to adjourn was made by Pam Stahel, seconded by Becca Normington. Motion carried 5-0. Meeting was adjourned at 8:08 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Rebecca Normington". The signature is fluid and cursive, with a large loop at the end.

Rebecca Normington, Clerk





## SCHOOL DISTRICT OF EDGAR

203 E. Birch Street, P.O. Box 196

Edgar, WI 54426

<http://www.edgar.k12.wi.us>

**DISTRICT OFFICE**  
Cari Guden  
District Administrator  
Telephone 715-352-2351  
Fax 715-352-3198

**ELEMENTARY SCHOOL**  
Lisa Witt, Principal/  
Curriculum Coordinator  
112 N. 2<sup>nd</sup> Ave., P.O. Box 198  
Edgar, WI 54426  
Telephone 715-352-2727  
Fax 715-352-3022

**MIDDLE/HIGH SCHOOL**  
Thomas McCarty  
Middle/High School Principal  
Telephone 715-352-2352  
Fax 715-352-3198

**BOARD OF EDUCATION**  
Corey Mueller, President  
Gary Lewis, Vice-President  
Rebecca Normington, Clerk  
Pamela Stahel, Treasurer  
Megan Wesolowski, Member

February 16, 2023

Secretary, School District Boundary Appeals Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

RE: Petition to Transfer Small Territory

School District Boundary Appeals Board:

I am enclosing for you the documents from our school board meeting held last Wednesday, February 15, 2023.

This letter is official notification that the School District of Edgar heard from the petitioners and denied the resolution authorizing issuance of an order granting the petition for reorganization and the order altering school district boundary lines. True copies, original signatures, are enclosed for your records.

Additionally, this letter is being copied to the School District of Marathon City with a true copy of the resolution and order.

If you have questions, please contact my office at 715-352-2351.

Sincerely,

Dr. Cari L. Guden  
Superintendent

Cc: School District of Marathon City

**CERTIFICATE OF TRUE COPY**  
School Board Resolution & Order

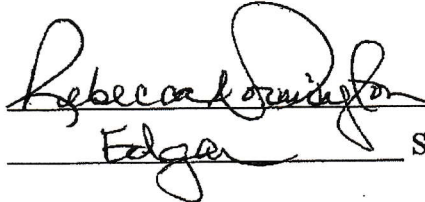
State of Wisconsin                    )  
  )ss  
Marathon County                    )

I, Rebecca Normington, Clerk of the meeting of the School Board for the School District of Edgar, following a school board vote for the purpose of adopting a resolution and order, hereby certify that I have carefully compared the attached copy of the following:

- Resolution of Denial
- Order of Denial

made and filed by said school board on February 15, 2023, with the original which is now on file in the district office of the School District of Edgar as required by law. I further certify that the same is a true and correct copy of said original.

Signed this 15<sup>th</sup> day of February, 2023.

  
\_\_\_\_\_, Clerk  
Edgar School District

**NOTE:** The original Resolution Altering School District Boundaries or Resolution of Denial and the original of all other documents should be kept on file in the school district office.

This certificate should be attached to a copy of the Resolution Altering School District Boundaries or the Resolution of Denial and mailed to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

**SCHOOL BOARD  
RESOLUTION AUTHORIZING ISSUANCE OF AN ORDER**

**WHEREAS**, a meeting of the school board of the School District of Edgar was held on February 15<sup>th</sup> 2023, and

**WHEREAS**, a petition has been filed with the clerk of the school board, pursuant to s. 117.11-13, Wis Stats., proposing attachment of parcel SEC 34-28-05 PT OF SE 1/4 SE 1/4 E 1111.25' OF S 855.25' THRF EX RD

**WHEREAS**, an opportunity to be heard before the school board has been held on the proposed reorganization by the school board pursuant to s. 117.11-13, Wis. Stats.,

**NOW, THEREFORE, BE IT RESOLVED** that an order be issued and filed denying the petition upon which said meeting has been held.

Introduced by: Megan Wesolowski

Seconded by: Rebecca Normington

Vote: Yes 5 No 0

Dated this 15<sup>th</sup> day of Feb., 20 23

Rebecca Normington Clerk

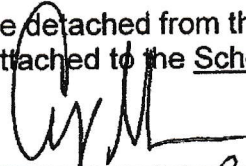
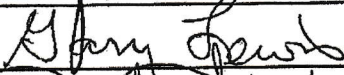

School District of Edgar


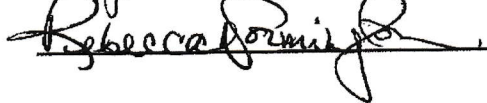
**SCHOOL BOARD OF  
SCHOOL DISTRICT OF EDGAR**

**ORDER OF DENIAL**

The School Board of the School District of Edgar, under the authority of Ch. 117, Wis. Stats., and in compliance with a resolution adopted at a meeting of the school board held at 203 East Birch Street at 6:00 p.m. on the 15<sup>th</sup> day of February, 2023, hereby order that the action requested in the petition upon which the hearing was held be denied. The petition requested that the following described territory, to wit: SEC 34-28-05 PT OF SE 1/4 SE 1/4 E 1111.25' OF S 855.25' THRF EX RD (Parcel I.D. 012-2805-344-0992)

be detached from the School District of Marathon City and said described territory attached to the School District of Edgar.

  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

  
\_\_\_\_\_  
  
\_\_\_\_\_

*Signatures of board members*

Date February 15, 2023  
*date signed*

School District of Edgar  
*legal name of school district*

Order received by School District Boundary Appeal Board on

\_\_\_\_\_, 20\_\_\_\_, \_\_\_\_\_, Secretary,

School District Boundary Appeal Board

**Note:** Within five (5) days after this order is made, a certified true copy of the order must be filed with:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

EDGAR ELEMENTARY  
SCHOOL



PARENT/STUDENT  
HANDBOOK  
2022-2023

## TABLE OF CONTENTS

Staff.....	1
Calendar.....	2
District Mission Statement.....	3
Wis. Statute 118.13 .....	3
Daily Schedule.....	3
School Telephones .....	3
Attendance .....	4
School Closings.....	4
Dress and Grooming.....	5
Recess .....	5
Fieldtrips.....	5
Selling and Fund Raising .....	6
School Property .....	6
Breakfast/Lunch Prices.....	6
Student Fees.....	6
PTO.....	6
Above the Line – Wildcat Way	7
I Care Cats for All Kids.....	8
Wildcat Way .....	9
Yellow Slip.....	10
Bus Rules.....	11-12
Policies.....	12
Gifted and Talented .....	12
Health Services .....	13
School Supply List .....	14-15

## EDGAR ELEMENTARY STAFF- 2022-2023

Amanda Albrecht.....4K-8 Art  
Heather Althoff.....Special Ed. Paraprofessional  
Sommer Baeseman.....Special Ed. Paraprofessional  
Michele Bemke.....Grade 4  
Laura Beranek.....School Nurse  
April Berg .....Kindergarten  
Ashley Blenker.....Special Ed - IDS  
Kristin Bornbach.....4 Year Old Kindergarten  
Kamryn Butt.....Special Ed. Teacher  
Wendy Chojnowski.....4 Year Old Kindergarten Paraprofessional  
Kirstin Christianson.....LMC Paraprofessional  
Sandy Cychosz.....Kindergarten  
Adam Decker .....Phy. Ed.  
Nancy Dinjer.....Speech and Language  
Kellyn Ertel.....Grade 2  
Danielle Eberhardt.....Grade 1  
Sara Farber.....Regular Ed. Paraprofessional  
Katie Fermanich.....Special Ed. Paraprofessional  
Darren Gauger.....Grade 2  
Kristine Hafferman.....Vocal Music/General Music  
Linda Hamann.....Library Media Director  
Connor Handrick .....Phy. Ed.  
Colin Hanson .....Grade 5  
Nathan Holtz.....Grade 5  
Louise Hornung.....Grade 4  
Patty Kohel.....Regular Ed. Paraprofessional  
Tammy Kornack .....Grade 2  
Megan Koroch.....Special Ed. Coordinator  
Alli Lehman.....Special Ed. Paraprofessional  
Tracey Lehman.....4 Year Old Kindergarten Paraprofessional  
Patty Lepak.....LMC Paraprofessional  
Andrew Lukasko .....Phy. Ed.  
Emily Morzewski.....Grade 3  
Mandy Myszka .....Health Paraprofessional  
Cassandra Newman .....Elementary Special Ed. Teacher  
Lisa Nowak .....Elementary Secretary  
Jennifer Olmsted.....ELL Paraprofessional  
Jennifer Pritzl.....Elementary Guidance Counselor  
Jenna Riesen .....Speech and Language  
Jessica Ristow.....Grade 3  
Ashley Schilling .....Kindergarten  
Mandy Schnelle.....Early Childhood/Special Ed. Teacher  
Tricia Schwartz.....Special Ed. Paraprofessional  
McKenna Schraufnagel.....Special Ed. Paraprofessional  
Tori Seehafer.....Elementary Special Ed. Teacher  
Penny Skahaug.....Reading Interventionist  
Jodi Smith .....Title I  
Michelle Socha.....Elementary Office Paraprofessional  
Autumn Sondelski .....Special Ed. Paraprofessional  
Shanna Thorson.....Grade 1  
Angela Totzke.....Grade 1  
Chris Trawicki.....Technology Coordinator  
Heather Venske.....Special Ed. Paraprofessional  
Dennis Webb.....Instrumental Music  
Lisa Witt .....Elem. School Principal/Curr. Coordinator  
Jennifer Zynda.....School Psychologist

# Edgar School Calendar 2022- 2023

July 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 B	21	22	23
24	25	26	27	28	29	30
31						

August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 B	18	19	20
21	22 N	23 N	24 T	25 T	26	27
28	29	30 T	31 T			

September 2022

www.ed-sd.com

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 S	2	3
4	5 V *Labor Day	6	7	8	9 2	10
11	12	13	14 B	15	16 11	17
18	19	20	21	22	23 16	24
25	26 T	27	28	29	30 20	

October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15 25
16	17	18	19	20 P	21 T	22 30
23	24	25	26 B	27 P	28 34	29 39
30	31					

November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 E 42	10 S	11 2	12
13	14	15	16 B	17	18 7	19
20	21 T/R 13	22 T	23 V	24 V	25 12	26
27	28	29	30			

December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9 18	10
11	12	13	14 B	15 C	16 23	17
18	19	20	21 31	22 T	23 V	24
25 V	26 V	27 V	28 V	29 V	30 V	31

January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14 36
15	16	17	18	19	20 41	21
22	23 T	24 S	25 B	26	27 45	28 4
29	30	31				

February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11 9
12	13	14	15 B	16	17 14	18 19
19	20	21	22 P	23 P	24 23	25 T
26	27	28				

March 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11 28
12	13	14	15 B	16	17 33	18 38
19	20 V	21 V	22 V	23 V	24 V	25 E 43
26	27	28	29	30	31	

April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 S	4	5	6	7 4	8 V
9	10	11	12	13	14	15
Easter						9
16	17	18	19 B	20	21 14	22
23	24	25	26	27	28 18	29 T
30						

May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10 C^C#	11	12 23	13 28
14	15	16	17 B	18	19	20 33
21	22	23	24	25	26 30	27 G
28	29 V *Memorial Day	30	31			

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8 E 41	9 T	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 B	29	30	

Event	Dated
New teachers report	N
Vacation	V
Teacher Inservice-Full Day(1/2T=Half Day)	T
Teacher Inservice MS/HS Remote Learning	T/R
Half day students/Half inservice	H
Parent/Teacher Conference	P
Concerts #=Elem, ^=MS, *=HS	C
Grading period starts	S
Grading period ends	E
Board Meetings	B
Graduation	G
Legal Holiday	*

Days in school  
 Term 1 - 42  
 Term 2 - 45  
 Term 3 - 43  
Term 4 - 41  
 Total - 171

Inservice days - 13  
 Holidays - 4  
 Parent/Teacher Conferences - 1.5  
 Total contracted days - 189.50

P/T Conference Times:  
 October 19 & 20 - 3:30-7:30 pm  
 February 22 (MS/HS) & 23 (Elem) - 3:30-7:30 pm

The 3rd snow day and any thereafter will be made up virtually.



### DISTRICT MISSION STATEMENT

The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff, and community members. Edgar Excellence embodies leadership in: curriculum and instruction, technological integration and innovation, collaboration, and co-curriculars. We prepare all of our graduates to be college and career ready.

### DISTRICT VISION STATEMENT

The Edgar Excellence environment will ensure a rigorous learning experience that equips our students for success in a global society.

### WISCONSIN STATUTE 118.13

No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's color, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

### DAILY SCHEDULE

**Students should go directly to the classroom when arriving to school.**

7:50-8:00 .....	Buses Arrive
7:30 – 8:00.....	Breakfast in cafeteria/auditorium
8:00.....	Classes Begin
9:25 - 9:40 .....	Recess (EC-1)
9:45– 10:00.....	Recess (Gr. 2-4)
3:00.....	Dismissal

### SCHOOL TELEPHONES

Elementary Office .....	715 -352-2727
Elementary Fax Number .....	715 -352-3022
High School Office.....	715 -352-2352
High School Fax Number.....	715 -352-3198
School Psychologist .....	715 -352-3210

School phones are very busy. We must try to limit student use of phones. We encourage students to plan ahead for after school activities.

## ATTENDANCE

1. Regular attendance is expected of all students.
2. Please call the Elementary Office in the morning if your child is going to be absent from school. If you don't call, someone from school will call you to check on the whereabouts of your child. Without a phone call or note, your child will be marked **Unexcused**.
3. Absences are excusable for the following reasons: medical appointments, accident, illness, marriage or death in family. Absence for farm work can only be excused when an emergency exists at home. Any absence after 10 days will require a doctor's note for the absence to be excused.
4. Excessive absences will result in a conference with parents. If absences are continued after that, parents are subjecting themselves to the a referral to Truancy Court.
5. Family trips and events should be approved in advance if absence is to be excused.
6. Absences will be recorded as follows: Tardy – arrived late 8:06 to 8:30. After 8:30 A.M. absences will be recorded by periods. For example: If a student arrives at noon, they would be absent 2 periods. If a student leaves for an appointment at 2:50, they would be absent 1 period.
8. If you must leave school for any reason other than sickness, a request from home in the form of a note or a phone call is required. **No one is permitted to leave school during school hours without parental permission.** Permission must also be given by the school principal before the student leaves the building.
9. **\*\*All students should report to the Elementary Office (sign in or out) when coming to school late or leaving early.** Students **must** be in school at least one-half day to be able to attend any after school or evening activity. This includes attending middle school or high school games or events.

## SCHOOL CLOSINGS

In the event school is closed because of weather or other reasons, announcements will be made to all district families using the Skylert system. School closures will also be reported on Channel 7 and 9 television stations and on radio stations WDLB/WOSQ Marshfield, WMZK/WJMT, Merrill, WJFW Rhinelander, and WSAU/WIFC/WRIG/WDEZ/WOZZ Wausau

## STUDENT DRESS AND GROOMING

Students are to be appropriately dressed and groomed at all times. T-shirts and other clothing deemed vulgar, abusive or inappropriate will not be allowed in school. Clothing displaying alcohol, drug or tobacco labels are not appropriate at Edgar Schools. \*Appropriateness will be determined by teachers and principal. Hats and bandanas are not to be worn during the school day. The only exception is during noon hour when hats may be worn outside. Jackets and/or coats are not to be worn to class or through the breakfast/lunch line.

Students need to wear clothing to school that is appropriate. The length of shorts and skirts should be mid-thigh. A good way to check if appropriate for school: stand with hands at your sides, skirt/shorts should be longer than the end of your fingers. Tank tops need to be at least one inch wide. There are to be no exposed tummies. Flip-flops cannot be worn when snow is on the ground outside. Please use good judgment. You will be asked to change or be sent home. Students need to have tennis shoes for gym class and recess.

## SEASONAL DRESS

During colder months, students will continue to go outside for recess if weather permits. **Students should be prepared with appropriate clothing for all seasons** - coats, caps, mittens, boots and snowpants. They need to be prepared for the walk to and from school or waiting for their bus.

## RECESS

Weather permitting, all students go outside for recess throughout the year. We follow our "in or out" rule. If it's out, everyone goes out. If it's in, everyone stays in. We discourage notes requesting students to stay in. We feel if a student is well enough to be in school, they are well enough to go outside for the recess period. If it is below zero with the wind chill, students will have indoor recess, otherwise it's outside recess.

Students can bring small cars and toys for recess. If students bring footballs, basketballs or playground balls from home to use at recess, please label them. All students need to wear tennis shoes at recess – if sandals are worn to school, students need to change and put tennis shoes on for recess. For safety reasons – no gum or candy is allowed at recess.

## FIELDTRIPS

As part of the educational process, teachers may occasionally take students off school grounds for local experiences. A typical trip may include: walk to the park, library, flower shop, class reward ice cream treats etc. We will not be sending a permission slip for each of these local trips, but we ask that you fill out a one- time permission slip to keep on file.

We will continue to send permission slips home when students are transported by bus to out of district destinations. Parents will pay for transportation fee and cost of fieldtrip.

## STUDENT SELLING AND FUND RAISING

The principal and teaching staff must approve any fund raising activities by elementary groups or classes.

## SCHOOL PROPERTY

Edgar students are fortunate to have up-to-date technology available for use. Students are expected to use ipads, chromebooks and LMC technology with care, respect and pride.

Remember that school property is either private or public property. In either event, it does not belong to any individual student or any special group of students. Littering on campus or the school grounds reflects a disregard for other people's property. Destruction of, or damage to, school property is a serious matter. Students will be responsible for replacement of any property they willfully damage or destroy. Do not allow others to damage or destroy school property. School is your home while you are here. Keep it a respectable place to be - one of which you can be proud.

## BREAKFAST AND LUNCH RATES

Breakfast.....	\$1.65 (4K-Gr. 5), \$1.70 (MS/HS), \$2.56 (Adults)
Lunch .....	\$2.60 (4K-Gr. 5), \$2.95 (MS/HS), \$4.65 (Adults)
Reduced Breakfast –	30 cents
Reduced Lunch –	40 cents
Milk .....	EC - \$1.00/20 punch ticket
Individual Milk -	\$0.45
Milk - 4K -	\$40.00/year for milk break only
Milk - Gr. K-5 -	\$77/year for milk break only

**\*Families need to deposit money in lunch accounts on a regular basis. Lunch account balances need to be in the positive. Elementary students are not eligible to purchase any items from the ala carte line.**

## STUDENT FEES

Elementary fees are as follows: EC -Grade 5 - \$20.00. Registration fees are to be paid on or before the first day of school. The fees include costs that are associated with consumable items/basic supplies ordered for each classroom.

## PTO

Anyone interested in the future of Edgar Schools is encouraged to attend the monthly meetings. The meetings are held the 1<sup>st</sup> Monday of each month at 6:45 PM in the LMC.

# Above the Line is the Wildcat Way

Edgar Elementary School is an Above the Line School. The overall goal is to have children take responsibility for their behavior. When students display "Above the Line Behaviors" they will receive Gotchas. When students display below the line behaviors they will be issued a discipline warning slip (Yellow Slip). When students choose bottom line behaviors they will be sent to the Principal's Office.

## Above the Line Behaviors

Be Safe  
Be Respectful  
Be Responsible  
Be A Friend  
Golden Rule

## Below the Line Behaviors

Being Unsafe  
Being Disrespectful  
Being Uncooperative  
Being Irresponsible  
Putdowns  
Using Inappropriate Language

## Bottom Line Behaviors

See Mrs. Witt

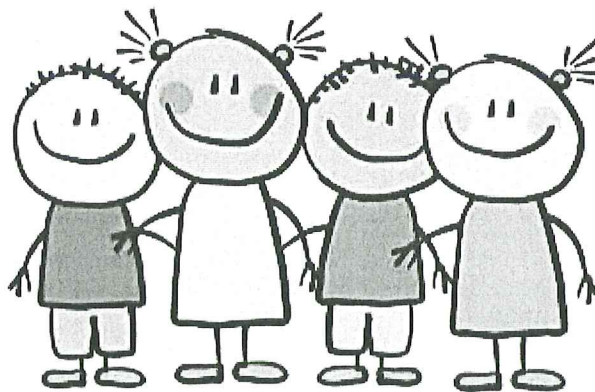
Weapons  
Use of Drugs  
Vandalism  
Harassment  
Stealing  
Assault  
Hitting  
Fighting



## "I CARE" RULES FOR ALL KIDS

### Six Pillars of Good Character:

- **RESPECT:** A respectful person lives by the GOLDEN RULE (treat others how you want to be treated): is polite and courteous to everyone; accepts others even if they look, act, or believe differently; uses peaceful ways to solve conflict: and show courtesy to all! Respect the property of others – take care of things you are allowed to use, and don't take property without permission.
- **RESPONSIBILITY:** A responsible person does what they are suppose to do. They think about what effects their actions may have on others, and they accept the consequences of their choices. They work hard, do their best and are prepared. They use self-control.
- **CITIZENSHIP:** Good citizens do their share to help their families and communities. They are good neighbors. They obey rules and laws, cooperate with others, and respect parents, teachers, and others in authority. Good citizens protect the environment.
- **CARING:** Caring is being kind, compassionate, loving and considerate. A caring person shows concern for the feelings of others, and is helpful and generous. A caring person does good deeds without thought of reward.
- **FAIRNESS:** A fair person plays by the rules, takes turns, shares, and listens. Being fair means looking at all sides before deciding. A fair person does not blame others unjustly and is open minded.
- **TRUSTWORTHINESS:** Trustworthiness is being honest and telling the truth. Trustworthy people do what they say they will do. They do what they know is right even if it is hard to do so. A trustworthy person is a loyal friend.



# AT EDGAR ELEMENTARY SCHOOL... THE WILDCAT WAY IS TO...

EXPECTATION	CLASSROOM	BATHROOM	HALLWAY	PLAYGROUND/RECESS	CAFETERIA	BUS
<b>VOICE</b>	<b>VOICE 0-2</b>	<b>VOICE 0-1</b>	<b>VOICE 0-1</b>	<b>VOICE 2-3</b>	<b>VOICE 1-2</b>	<b>VOICE 1-2</b>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>attentive listening</li> <li>Golden Rule</li> <li>appreciate differences</li> <li>treat all property with care</li> </ul>	<ul style="list-style-type: none"> <li>respect others' right to privacy (no looking under the stalls)</li> <li>ask permission to use the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>walk in a single line</li> <li>bus time walk 2 x 2</li> <li>always walk on the right side of the road</li> </ul>	<ul style="list-style-type: none"> <li>play all games by school rules taught in PE</li> <li>listen to adult outside on duty</li> <li>take turns</li> <li>share equipment</li> </ul>	<ul style="list-style-type: none"> <li>use your manners when going through the lunch line (please and thank you)</li> <li>use table manners at all times</li> </ul>	<ul style="list-style-type: none"> <li>be ready for the bus to pick you up</li> <li>walk in the bus line and go directly to your bus</li> <li>use your manners with the bus driver</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>be ready with supplies</li> <li>be where you need to be</li> <li>take care of belongings</li> <li>turn work in on time</li> </ul>	<ul style="list-style-type: none"> <li>flush toilets</li> <li>wash hands with soap</li> <li>use paper towel to dry hands</li> <li>paper towel in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>keep hook areas clean (coats and backpacks on hooks)</li> <li>be where you need to be</li> <li>enjoy hallway displays with eyes only</li> </ul>	<ul style="list-style-type: none"> <li>bring in any equipment that you take outside</li> <li>use all equipment correctly</li> <li>dress appropriately for the weather</li> <li>line up quickly when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>put tray and silverware where they belong when done eating</li> <li>clean up after yourself (if you make a mess clean it up)</li> </ul>	<ul style="list-style-type: none"> <li>have your backpack ready to go</li> <li>listen to bus patrol while walking to bus</li> <li>listen to bus driver while riding the bus</li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>use personal space</li> <li>use walking feet and helping hands</li> </ul>	<ul style="list-style-type: none"> <li>lights on at all times</li> <li>use walking feet and helping hands</li> <li>water stays in the sink</li> </ul>	<ul style="list-style-type: none"> <li>use personal space</li> <li>use walking feet and helping hands</li> <li>walk at all times facing forward with hands at your side</li> </ul>	<ul style="list-style-type: none"> <li>use all equipment correctly (go down the slide sitting on your bottom facing forward)</li> <li>use walking feet and helping hands</li> <li>report any problem to the adult on duty</li> </ul>	<ul style="list-style-type: none"> <li>sit on bench with feet on the floor</li> <li>remain seated until dismissed</li> <li>use walking feet and helping hands</li> </ul>	<ul style="list-style-type: none"> <li>stay seated in your seat, face forward and feet on floor</li> <li>use walking feet and helping hands</li> </ul>
<b>BE A FRIEND</b>	<ul style="list-style-type: none"> <li>help others when needed</li> <li>use your manners</li> <li>be nice to others</li> </ul>	<ul style="list-style-type: none"> <li>help others when needed</li> <li>use the bathroom quickly and quietly</li> <li>take turns</li> </ul>	<ul style="list-style-type: none"> <li>help others when needed</li> <li>smile or say Hi as a greeting</li> <li>take turns at the water fountain</li> </ul>	<ul style="list-style-type: none"> <li>help others when needed</li> <li>have fun</li> <li>include others</li> <li>talk in a friendly voice</li> <li>Golden Rule</li> </ul>	<ul style="list-style-type: none"> <li>Help others when needed</li> <li>Sit in one spot during lunch</li> <li>Be nice to others</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Be nice to others</li> <li>Use kind words</li> <li>Talk in a friendly voice</li> <li>Golden Rule</li> </ul>

Slip Number \_\_\_\_\_

**YELLOW SLIP**  
**2022-2023**

**BELOW THE LINE DISCIPLINE WARNING**

Student Name: \_\_\_\_\_ Day: M T W TH F  
Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Qtr. 1 \_\_\_ Qtr. 2 \_\_\_ Qtr. 3 \_\_\_ Qtr. 4 \_\_\_

Grade: \_\_\_\_\_

Place of Warning: (Circle)

**Hallway      Classroom      Cafeteria      Playground      Bus      Other**

I am responsible for what I do and say. I had "below the line" behavior when I chose to do the following:

---

---

---

\_\_\_\_\_  
Person Issuing Warning

Parents,

Please review the following fix-it plan with your child:

3. I was "below the line" when:

---

---

---

4. I will fix it and climb "above the line" by:

---

---

---

\_\_\_\_\_  
Student Signature



## CHILD CARE BUSSING

Parents requesting bussing to or from child care providers must complete a Request for Transportation and Child Care Provider form by August 15 each year, or upon registration of new students, or five working days before a change is to become effective. Phone calls are not acceptable.

### SCHOOL DISTRICT OF EDGAR RULES FOR THE BUS RIDER

Each pupil who is provided transportation services by the school district is expected to obey the rules established by the school board for the safety and welfare of all pupils. Behavior on the school bus should be comparable to the type of behavior required in the classroom. Unacceptable behavior shall result in disciplinary action by school authorities. Such action may include a conference with the parents and, if necessary suspension of the bus riding privilege.

#### GENERAL BEHAVIOR

1. Be considerate of others on the bus and use good language at all times.
2. Follow the instructions of the bus driver or chaperone.
3. Board and leave the bus at the designated bus stop and ride on the bus to which you are assigned.
4. Three bus slips for behavior – 1 day off the bus.

#### WHILE WAITING TO BOARD THE BUS

1. Be at the designated loading spot on time in order that the bus may operate on schedule. Pupils who must walk along a roadway to the bus stop should walk on the left shoulder of the road facing oncoming traffic, and they should walk in a single file.
2. Wait for the bus at the location designated by school authorities. Stay off the roadway and be alert to traffic dangers.
3. Wait for the bus to come to a complete stop before moving towards the service door. Always walk in an orderly fashion.
4. Board the bus in single file using the handrail for safety.
5. Notify the driver directly or through friends at times when you do not plan to ride the bus.

#### WHILE RIDING ON THE BUS

1. Go directly to a seat after boarding the bus. All students will have assigned seats and remain seated during the entire trip.
2. Help make the bus safe and pleasant by keeping noise to a minimum and behaving properly.
3. Treat the bus and its equipment properly to prevent damage and unnecessary wear to seats, windows, padding, etc.
4. Hold personal belongings or place them on or under seats in order that the aisle of the bus is clear at all times.
5. Place trash in the waste receptacle as you leave the bus. Throwing articles out of windows is a violation of state law and school rules.
6. Be courteous to pedestrians and motorists. Shouting from windows and making insulting gestures give the school a poor reputation.
7. Keep head and hands inside the bus windows to avoid a tragic mishap.
8. If an emergency should occur, remain seated until given instructions by the bus driver.
9. Check to see that all belongings are taken along as you leave the bus.
10. Never tamper with the bus or any of its equipment.
11. Keep absolutely quiet when approaching a railroad crossing stop.
12. No food or drink to be consumed on the bus.
13. No students may sit in the very last back seats of the bus.

## AFTER LEAVING THE BUS

1. Move away from the side of the bus immediately.
2. If you live on the same side of the street or road on which the bus stops, proceed toward your home.
3. If you cross the street or road, one of the following rules applies:
  - A. If the bus is displaying flashing red lights, walk to a point at least 10 feet ahead of the bus and **WAIT**. The bus driver will signal you to cross when it is safe to do so.
  - B. If the bus is not using the flashing red lights, walk to the nearest pedestrian crosswalk and cross the street when it is safe to do so.
4. Be extra alert to possible dangers at all times.
5. Help look after the safety and comfort of small children.
6. Do not leave the bus at other places than the regular bus stop unless proper authorization has been given in advance by parent and school officials.

## CO-CURRICULAR TRIPS

1. All bus rider rules apply to each pupil who rides a school bus at any time for any reason.
2. A pupil who rides a school bus to an activity or event must return on that bus unless authorized to do otherwise according to school rules.

## BUS NOTES

If a student is changing any regular after-school transportation (bus/student pickup/walking/school's out, etc), **a note is required each time or a phone call to the elementary office at 715-352-2727**. Seesaw cannot be counted as contacting the school as the teacher may not receive the message in time. The elementary office needs adequate time to fill out paperwork to give to the teachers of the changes. Student safety is one of our highest concerns

## SCHOOL POLICIES AND STATE LAW

Edgar School Board policies are available in the district office, HS office, elementary office, and online.

Policies of interest that directly affect elementary students:

- |                             |  |
|-----------------------------|--|
| *Student Record             | *Co-Curricular Code  |
| *Bus/Transportation         | *Lunch - "Offer vs. Serve"   |
| *Non-Discrimination         | *Drug Free/Smoking   |
| *Corporal Punishment        | *Attendance/Truancy  |
| *Use of Beepers             | *Citizen Complaints Against School Personnel                       |
| *504                        | *Locker Searches   |
| *Weapons                    | *Acceleration  |
| *Harassment                 | *Internet Acceptable use   |
| *A.I.D.S.                   | *Community Use of Building   |
| *Home School                | *Early Admission to Kindergarten                                   |
| *Crisis Policy              | *District Discipline Code and Grade 1                              |
| *Non-Discrimination         | *Social Promotion (Gr. 4 to 5)                                     |
| *Student Removal from Class | *Wis. State Statutes and School Law (available in district office) |
| *Open Enrollment Policy     |  |

## GIFTED AND TALENTED PROGRAM

The School District of Edgar recognizes that there are students who demonstrate special talents, gifts or potential abilities to an exceptional degree. These gifts and/or talents may be present in one or more of the intellectual, artistic, academic, creative or leadership areas.

The district will identify, develop, nurture, and challenge these exceptional students and address the unique academic, social and emotional needs, which may be present in gifted children.

## SCHOOL HEALTH SERVICES

Edgar School District has the services of a health aide every day. Our health aide is Amanda Myszka. The health office gives medications to students who need medications during the school day, assesses students who are ill, and provides first aid to students who are injured at school. Mrs. Amanda Myszka is the contact person for any questions you have regarding health plan, and field trips. To reach her, please call 715-352-2727.

Edgar School District has a school nurse who serves the 3 area schools with MCSE. Our school nurse Lara Beranek is responsible for supervising the health aide, medical contact with family physicians, developing health plans for specific health issues students may have, and in-servicing staff on specific health issues that students have, i.e., diabetes, seizures, food allergies, and insect allergies.

Students who require medications during the day must provide the school with medication forms. If a student receives a prescription medication, a signature from a physician and parent along with medication dosage and directions in giving the medication is required. If a student receives a nonprescription medication at school, parent signature and direction is needed on the school form. When medications are given at school, the meds are to be brought in a container which is labeled with the name of drug, dosage, when to give, physician name, and name of pharmacy. The label needs to be current. Each medication must be in a separate container which is correctly labeled. Please instruct your child on the safety of carrying medications to school and importance of being responsible to take his/her medication at school.

Guidelines on when students are excluded from school are as follows:

- Acute illness: fever > 100, (without the use of medication), vomiting and/or diarrhea
- Flu or respiratory symptoms: chills, severe headache, pale in color, difficulty breathing, coughing
- Sore throat: strep throat: must stay home until on antibiotics **for at least 24 hours**
- Pink eye: inflammation of eye, swelling, redness, drainage, crusted appearance
- Rashes: open sores that are uncovered, undiagnosed, untreated – need physician direction on return to school and treatment
- Nuisance Diseases: live lice found on student's head – return after treatment.
- Incontinence: inability to control bladder or bowel
- Chicken Pox: can return when physician okays or when sores are scabbed over and not draining.



### EARLY CHILDHOOD

- backpack
- folder
- extra change of clothes
- diapers/pull ups
- 1 large box of Kleenex
- 1 container of baby wipes
- 1 water bottle
- 1 pkg. paper plates
- 1 box crayons
- markers
- Boys – 1 box of sandwich bags/forks
- Girls – 1 box gallon bags/spoons
- 2 containers of Lysol wipes

### 4 YEAR OLD KINDERGARTEN

- 2 containers of Lysol wipes
- 1 bottle hand sanitizer
- 1 water bottle
- 1 box of crayons (8 count regular size)
- 4 glue sticks – sm. or lg.
- washable markers – 8 count
- pencil box/pencil case – for supplies
- 6 pencils – regular size
- backpack
- folder
- 3 containers or refill packages of hand wipes/baby wipes
- paint shirt – oversized t-shirt is fine
- extra change of clothes
- dry erase white board (the one you received at preschool screening)
- 1 box of Kleenex
- 1 package of paper plates, small or large
- 1 box of Ziploc bags (quart or gallon size)
- Headphones or earbuds

***Please label these supplies with Your child's name. Thank you! School will provide a resting mat for your child.***

### EDGAR ELEMENTARY SCHOOL SUPPLY LIST – 2022-2023

***These supplies may be brought to school on Parent-Child Visitation Day.***

### 5 YEAR OLD KINDERGARTEN

- paint shirt
- 2 pkgs./8 ct. Crayola markers
- 4 large glue sticks
- 2 folders with pockets (sturdy)
- 12 pencils (Ticonderoga)
- 1 watercolor paint set
- 4 Expo dry erase marker (black)
- 2 packs of baby wipes
- Boys – 1 large box Kleenex and 1 pkg. plastic spoons
- Girls – 1 pkg. of small paper plates 1 pkg. large paper plates
- 1 pkg. (24) crayons
- 1 water bottle
- 1 pair of scissors
- 1 highlighter

### GRADE 1

- backpack
- 1 pack – Post-it notes
- 2 boxes - colored pencils
- 24 pencils (Ticonderoga)
- 4 glue sticks
- 2 folders with pockets (sturdy)
- 2 pkg. Crayola washable markers
- 4-6 Expo dry erase markers
- 1 boxes of Kleenex
- Girls: 1 box plastic spoons 1 pkg. large paper plates
- Boys: 1 pkg. plastic cups 1 pkg. small paper plates
- 1 water bottle
- 1 container of baby wipes
- headphones

### GRADE 2

- clipboard
- 1 notebook – wide lined
- 2 folders
- 1 small scissors
- 1 12" ruler/centimeters/inches (wood)
- 1 small pad Post-it notes
- 12 pencils (Ticonderoga)
- 1 pack of 4 expo markers with an eraser
- headphones
- 2 glue sticks
- Crayons OR colored pencils
- Phy. Ed. shoes (labeled with name)
- 1 box of Kleenex
- 1 JUMBO book cover
- 1 pencil box
- 1 pack of pencil top erasers
- 1 pink eraser
- 1 box gallon sized plastic bags
- 1 water bottle
- Boys – 1 box sandwich size Ziploc bags 1 box plastic spoons
- Girls – 1 pkg. napkins 1 box Dixie cups



### GRADE 3

- 36 pencils (Ticonderoga brand)
- 1 large glue stick for the classroom
- 1 pkg. pencil top erasers scissors
- 2 spiral notebooks (wide-lined) schoolbag/backpack (no wheels)
- 1 box to keep supplies in (sturdy)
- 1 pkg. Expo markers
- 1 stretch book cover (jumbo size)
- 1 highlighter
- 1 post-it pad
- 1 box sandwich sized plastic bags headphones
- 1 container of Lysol wipes
- 1 water bottle

### GRADE 5

- 8 notebooks
- 5 two-pocket folders
- 1 box for supplies scissors
- 3 glue sticks
- 1 box colored pencils
- 1 eraser
- 1 highlighter
- 1 schoolbag/backpack
- 1 small box of crayons
- 24 pencils
- 1 blue and black pen
- 1 large box of Kleenex headphones/earbuds
- 1 pkg./4 Expo markers
- 2 containers of Lysol wipes
- 1 box of sandwich sized bags
- 1 water bottle

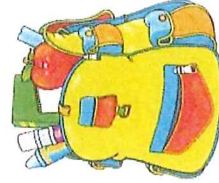
### PHY. ED.

\*\*Every class K-5 should bring an extra pair of tennis shoes for Phy. Ed. to be kept in their classroom.

### 2022-2023 EDGAR MIDDLE SCHOOL

#### SUPPLY LIST

- Earbuds or headphones
- 24 pencils
- 6 blue or black pens
- 1 ruler 12" centimeters/inches (wood)
- colored pencils
- set of markers
- eraser
- pencil case
- 7 folders
- 7 spiral notebooks
- 1-2 large glue sticks
- 2 large boxes of Kleenex
- 2 highlighters (2 different colors)
- 1 pack of 3x5 index cards
- Calculator Texas Instruments - T1-30X11S is recommended
- 1 container of Lysol wipes
- 1 water bottle



### GRADE 4

- 4 two-pocket folders
- 5 spiral notebooks (wide-lined) schoolbag/backpack
- 1 box/24 count Crayola crayons scissors
- 5 glue sticks
- 1 small box for supplies
- 1 highlighter
- 24 pencils
- pencil top erasers
- headphones
- 1 stretch book covers (jumbo size)
- 2 erasable blue or black pens
- 2 boxes of Kleenex
- 1 pkg. post-it note pads
- 1 box Ziploc sandwich bags
- 1 box colored pencils
- 1 container of Lysol wipes
- 1 bottle hand sanitizer
- 1 water bottle

### ELEMENTARY SPECIAL ED.

- 2 lg. boxes of Kleenex
- 2 boxes of pencils
- 4 Expo erase markers
- 2 glue sticks
- 2 containers Lysol wipes
- 1 bottle of hand sanitizer
- 1 water bottle

## ***In 4 Year-Old Kindergarten the children will:***

- Develop a positive self-concept and an eager attitude toward learning.
- Develop appropriate social interactions with children and adults.
- Be introduced to school readiness concepts such as alphabet letters, numbers, colors, shapes, etc.
- Be introduced to activities in all curriculum areas including science, music, social studies, math, health, English-Language Arts and physical motor development.

### ***Curriculum and resources we use in our classroom include:***

- Big Day for Pre-K, Comprehensive 4K Curriculum-all core subject areas
- FastBridge Learning Assessments
- Morning Meeting Curriculum
- Heggerty Phonemic Awareness
- PATHS Curriculum—Thinking Strategies for Young Children
- Learning to Print, Handwriting Instruction

*We personally welcome you and your child to the 4 Year-Old Kindergarten Program at Edgar Elementary School!*

*Mrs. Kristin Bornbach  
4K Classroom Teacher*

*Mrs. Mandy Schnelle  
EC/4K Classroom Teacher*

*Wendy Chojnowski, Tracey Lehman  
4K Classroom Aides*

*Dr. Lisa Witt,  
Edgar Elementary Principal and  
District Curriculum Director*

### ***At Edgar Elementary School we pride ourselves in the Wildcat Way.***

- We are respectful.
- We are responsible.
- We are safe.
- We are a good friend.

### ***Students will be grouped into two classes:***

*Monday-Wednesday Class  
Tuesday—Thursday Class  
Fridays will alternate at the semester.*

***Students will come to school from 8:00 a.m. until 3:06 p.m. A supervised breakfast time begins at 7:30 am in the school cafeteria.***

*Families and students that are not a resident of our district may apply to the Edgar School District for **open-enrollment** at: [www.openenrollment@dpi.wi.gov](http://www.openenrollment@dpi.wi.gov).*

*Please contact our school office at 715-325-2727 if you need more information.*



# **4 Year Old Kindergarten**

**Edgar Elementary School**



**Edgar Elementary School  
112 N 2nd Ave.  
Edgar, WI 54426**

*Mrs. Kristin Bornbach,  
4K Classroom Teacher*

*Mrs. Mandy Schnelle  
EC/4K Classroom Teacher*

*Mrs. Wendy Chojnowski &  
Mrs. Tracey Lehman  
4K Classroom Aides*

*Dr. Lisa Witt  
Principal*

**Phone: (715) 352-2727  
Fax: (715) 352-3022**

**[www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)**

**Revised July 2022**

## Daily Schedule 2022-2023

- Formal up-to-date curriculum instruction in all subject areas
- Educational learning centers that are developmentally and academically appropriate
- Individual and small group instruction based on student abilities
- Special concerts and family programs throughout the school year
- Frequent parent communication and classroom newsletters regarding your child's progress in classroom activities
- Intervention and enrichment activities for optimal student learning and achievements
- Technology integrations in all subject areas, both large group and individual student work

At this time, visitors to our school and classrooms are not allowed in our attempt to maintain a healthy classroom and school. We will keep you updated as the school year progresses. Thank you for your cooperation in this matter!

It is always a great day at  
Edgar Elementary School!

8:00 .....Morning Meeting

8:30 .....Instruction in curriculum, small group / individual work

9:15 .....Recess, outside weather permitting in grade level cohorts

9:45.....Instruction in curriculum, small group /individual work

10:45 ..... Recess, outside weather permitting in grade level cohorts

11:15.....Lunch

11:40.....Instruction in curriculum area

12:15.....learning centers/playtime

1:00.....rest time – school provided mats

1:45.....snack

2:00.....instruction in curriculum, writing instruction

2:30 .....gross motor development and closing circle time

3:00.....student dismissal, teacher supervised



Students visit our school library once a week for library activities.

Students are instructed in

Art class by Mrs. Albrecht , and in

Physical Education class by

Mr. Handrick and/or Mr. Decker

School guidance activities are

provided by

Mrs. Jennifer Pritzl

Elementary Guidance Counselor

## School Supply List for 2022-2023 4 Year-Old Kindergarten

- 1 Box of Crayons- 8 count regular size
- 4 Glue Sticks– 1 ounce size
- Washable Markers– 8 count
- Pencil Box / Pencil Case for supplies
- 6 Pencils– regular size
- Backpack
- Folder
- 3 containers /packages of hand wipes / baby wipes. Students will use them for their hands and face.
- Paint Shirt
- Extra Change of Clothes
- Dry Erase White Board-that your child received at screening
- 1 box of Kleenex
- 1 package of paper plates, small or large
- 1 box of Ziploc bags: quart, or gallon size
- 2 containers of anti-bacterial disinfectant wipes. These will be used to clean surface and play areas.
- Water bottle
- Headphones or earbuds

## Special Classes:

Library: 30 minutes a week

Phy Ed: 30 minutes a day

Art: 60 minutes a week

Music: 60 minutes a week



## Kindergarten Special Events:

Fire station visit and tour

Theater play

Mother's Day Program

Kindergarten Field Trip

## Grade Level Expectations:

Listen to a book every day

Complete monthly reading

record

Complete and return weekly

reading games



## School Supplies



1 pair of scissors

1 pkg 24 crayons

4 Lg glue sticks

2 pks - 8 Count markers

12 Pencils

2 Folders

Tray of watercolor paints

2 packs of baby wipes

4 black dry erase markers

Paint shirt

Water bottle

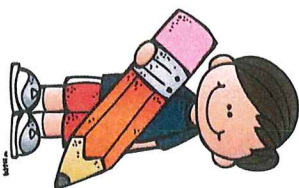
Highlighter

Boys - 1 box of Kleenex and

1 pkg of plastic spoons

Girls- 1 pkg small paper plates and

one pkg large paper plates



## Edgar Elementary School

112 N 2nd Avenue

P.O. Box 198

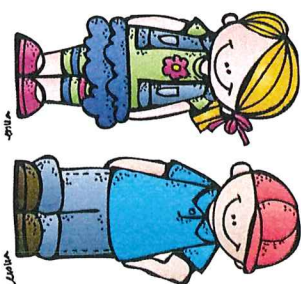
Edgar, WI 54426

(715) 352-2727

Website:

[www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)

Fax: (715) 352-3022



Kindergarten

Standards

2022-2023

Teachers:

Mrs. Berg

Mrs. Cychosz

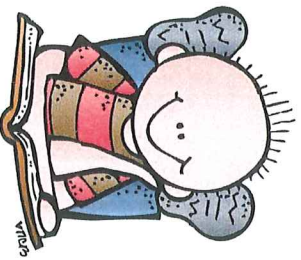
Mrs. Schilling



### In Language Arts your child will:

- Listen to and interact with library books, big books, poems and songs
- Sing and Dance
- Name Capital and lowercase letters and letter sounds
- Identify beginning, middle, and final sounds in words
- Memorize sight words
- Recognize periods, question marks and exclamation marks
- Use letters and sounds to form written words
- Identify rhyming words and pictures
- Practice conversation skills

Textbook: Harcourt Journeys



### In Math your child will:

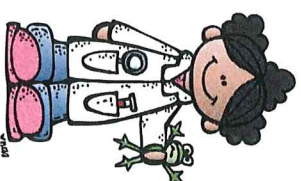
- Learn 2D and 3D shapes
- Learn to count, read, and write numbers
- Count objects with 1 to 1 correspondence
- Compare numbers and objects
- Use manipulatives to solve problems
- Composing and decomposing numbers to 10
- Add or subtract using numbers 0-10

Textbook: Illustrative Math



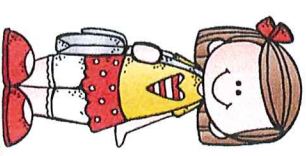
### In Science your child will:

- Participate in experiments
- Explore units on:
  - Plants and Animals
  - Weather
  - Seasons
  - Simple Machines



### In Social Studies your child will:

- Practice friendship and social skills
- Learn about community helpers
- Identify symbols of America



## Special Classes:

Library: 30 minutes a week

Phy Ed: 30 minutes a day

Art: 60 minutes a week

Music: 60 minutes a week

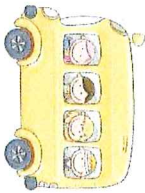


## Special Events:

1st Grade Field

Trip

Theater play



## Grade Level Expectations

Read to and with parents 4 times per week for 20 min.

Master addition and subtraction facts through 10.



## Supply List

### Backpack

Headphones

1 Water bottle

24 pencils (Ticonderoga)

4 glue sticks

2 folders with pockets (sturdy)

2 box colored pencils

2 packs Crayola washable markers

4-6 Expo dry erase markers

1 box of Kleenex

1 container of baby wipes

1 pack Post It Notes

### Boys

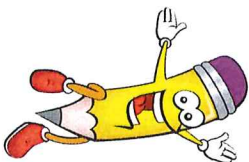
1 pkg. Plastic Cups

1 pkg Small Paper Plates

### Girls

1 pkg. Plastic Spoons

1 pkg Large Paper Plates



2022-2023

1st Grade



Edgar Elementary  
School

112 N 2nd Avenue

Phone: 715-352-2727

grade1@gapps.edgar.k12.wi.us

Website: [www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)

Mrs. Eberhardt

Mrs. Thorson

Miss. Totzke



## In Language Arts your child will:

### Reading

- Read and comprehend grade level texts
- Retell the story using key details (Characters, setting, major events)
- Understand key details and main topic
- Recognize and use text features
- Demonstrate understanding of spoken words, syllables and sounds
- Read grade level sight words
- Read aloud with accuracy and fluency

### Writing

- Write a paragraph with a topic sentence and two supporting details
- Write a personal narrative
- Write an informative text
- Write an opinion piece

### Production and Distribution

- Punctuate and capitalize correctly

### Language

- Write grade level sight words and word families

### Listening & Speaking

- Ask and answer questions in complete sentences

Textbook: Harcourt Journeys

## In Math your child will:

### Operations and Algebraic Thinking

- Represent the relationship between addition and subtraction
- Add within 10
- Subtract within 10
- Add within 20
- Subtract within 20
- Solve word problems

### Number sense and Operations in Base Ten

- Extend the counting sequence
- Use place value understanding to add and subtract

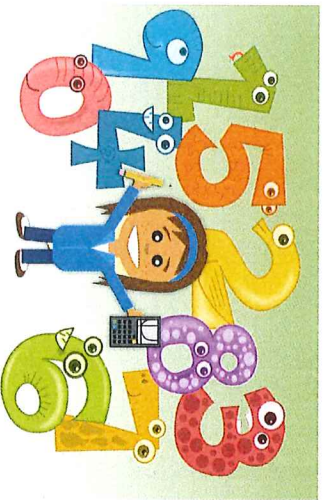
### Measurement and Data

- Measure Length
- Tell and write Time

### Geometry

- Identify and describe shapes
- Compare and create shapes

Textbook: Illustrative Math

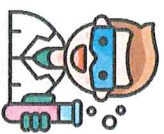


## In Science your child will:

- Sort and classify objects
- Participate in experiments
- Learn about scientific tools and inquiry skills

### Explore units on:

- Seasons
- Seeds and plants
- Animals
- Our Earth
- Objects in the sky
- Heat, light, and sound
- Environments for living things



## In Social Studies your child will:

- Recognize the importance of individual differences
- Practice friendship and social skills
- Learn about current events
- Explore units on:

- Holidays
- Families
- Communities and community helpers
- Map skills
- Goods and services



## Technology

Your child will:

- Begin keyboarding skills
- Assess their reading comprehension using the Accelerated Reading program
- Use word processing skills with Google Docs
- Explore various educational programs to enhance learning

## 2nd Grade Events

- Junior Achievement
- Production at the Grand Theater
- End of the Year Field Trip
- Star Student
- Blue Ribbon Reader



## Special Classes

Art ..... 60 minutes/week  
Music ..... 60 minutes/week  
Library ..... 30 minutes/week  
Phy. Ed. .... 30 minutes/day



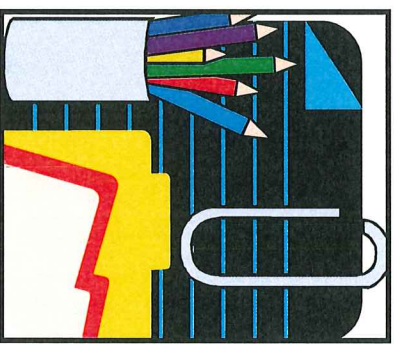
## Text Books

Language Arts:  
Houghton Mifflin Harcourt  
Journeys  
Common Core Journal  
Mathematics:  
Kendall Hunt  
\*Illustrative Math  
Science:  
Mystery Science  
Social Studies: Scott Foresman



2022-2023

**Second  
Grade**



Edgar Elementary School  
112 N 2nd Avenue  
P.O. Box 198  
Edgar, WI 54426

Phone: 715-352-2727  
Fax: 715-352-3022  
Website: [www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)

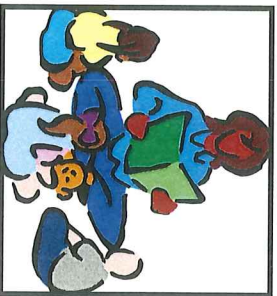
Tammy Kornack  
Darren Gauger  
Kellyn Ertel

## Language Arts

- \*Daily 5
- \*Guided Reading
- \*Accelerated Reading
- \*Writing
- \*Robust Vocabulary
- \*Fluency Stories

### Your child will:

- Read Fiction and Non-fiction selections for information and pleasure, understand what has been read and learn about a variety of authors
- Integrate reading, writing, and communication skills into daily lessons and ELA projects
- Spell assigned weekly words correctly using phonetic skills
- Organize ideas and stories by using graphic organizers



## Math



### Your child will:

- Master addition and subtraction facts through 20
- Measure length, area, perimeter, and time on a clock
- Counting money and making change
- Work with 2 and 3 place addition and subtraction
- Describe and analyze shapes
- Learn problem solving methods
- Collect and display data
- Use games, manipulatives, and computer programs
- Develop critical thinking and reasoning skills
- Drawing and writing responses to problem solving
- Equal groups
- Addition and subtraction on a number line

## Science

### Your child will be exposed to:

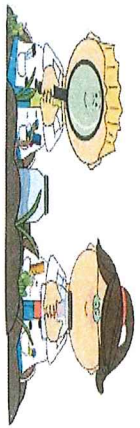
- Life Sciences
- Earth and Space Sciences
- Physical Sciences
- Engineering Practices
- Planning and Conducting Investigations

## Social Studies

### Your child will:

- Learn about work in the community
- Understand the function of our government
- Use, graphs, charts, maps, and globe skills
- Compare our country from long ago to today
- Learn about people and places in history





## It's Science Time!

- \*know plants and animals have various life cycles and adaptations
- \*study different ecosystems and their food chains
- \*use several resources references, experiments, technology, and observation to better understand and answer questions related to subject
- \*explore many kinds of weather, weather tools, and how it affects our lives
- \*use the design process to develop new ideas



## SOCIAL STUDIES

- \*learn that good citizenship does make a difference in their community
- \*compare similarities and differences of people; location and history of communities
- \*learn how four explorers discovered North America
- \*use graphs, timelines, maps, and map scales
- \*explore colonial times
- \*learn the history of slavery

### Your child will use chromebooks to:

- \*retrieve saved work
- \*use the internet to research and practice various skills
- \*use google slides to prepare presentations of various work and blog with classmates
- \*assess their reading comprehension using the Accelerated Reading program and MobyMax

### Grade Level Expectations:

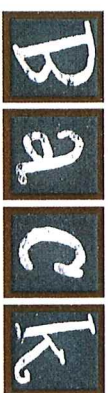
- \*recommnd 30 minutes total each night of homework (assignments, practice math facts, and reading)
- \*Monthly AR point goal
- \*responsible to write in a planner and communicate information to parents

### Specials

- Art 60 minutes per week
- Music 60 minutes per week
- PE 30 minutes each day
- Library 30 minutes per week

### Third Grade Events

- Visit the Grand Theater
- Wausau West Planetarium
- Neighbors' Place (working project)
- Culture Fair
- Little Red School House



### Third Grade Standards 2022-2023

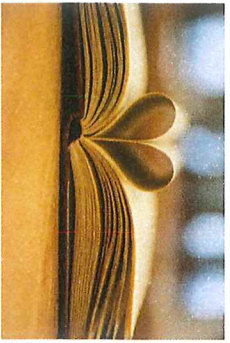
Edgar Elementary School  
112 N. 2nd Ave.  
Edgar, WI 54426

Phone: 715-352-2727  
Fax: 715-352-3022

Website:  
[www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)

Email:  
[grades3@gapps.edgar.k12.wi.us](mailto:grades3@gapps.edgar.k12.wi.us)

Teachers:  
Jessica Ristow  
Emily Morzewski



## Reading

- \* understand story structure, character traits, cause and effect relationships, and literal and nonliteral meanings
- \* draw conclusions, summarize, find the theme/message of a story, and the main idea and details
- \* compare and contrast, visualize
- \* sequence events, use text features, and make inferences and predict
- \* analyze and evaluate information, determine point of view, and author's purpose



The key to third grade is that students will be reading for comprehension and learning. We will not only be learning to read, but reading to learn.

Text Used: Houghton Mifflin Harcourt: Journeys

## Penmanship

- \* form cursive letters correctly and use line space
- Text: Learning Cursive by Diana Hanbury King and Karen K. Leopold



## Grammar

- \* learn about two parts of a sentence, correcting run-on sentences, and four types of sentences
  - \* study parts of speech: nouns, verbs, adjectives, adverbs, and pronouns
  - \* know and use the mechanics of English such as capitalization and punctuation
  - \* use the writing process using 6 Traits
  - \* write several types of writing: letters, research reports, stories, and opinion pieces
- Text Used: Houghton Mifflin Harcourt: Journeys

## Spelling

- \* target sound-letter relationships within spelling words
- \* develop dictionary skills
- \* used applied spelling skills in other content areas

Text Used: Houghton Mifflin Harcourt: Journeys

## Math Rocks!



- \* learn the meaning of multiplication and division
- \* recall basic facts of multiplication and division and multiply and divide larger numbers
- \* use data on graphs and make line plots
- \* area how it relates to multiplication
- \* adding and subtracting within 1,000
- \* Fractions as numbers, equivalent, and comparing
- \* measuring length, time, volume, and weight
- \* two-dimensional shapes and perimeter and area
- \* use daily math talks to engage in the lesson in a meaningful way
- \* establish a math community that all students will verbally participate and explain their thinking daily
- \* work with a partner and in small groups collaboratively sharing ideas and thinking

Text Used: Illustrative Mathematics by Kendall Hunt

*“A child's life is  
like a piece of  
paper on which  
every person  
leaves a mark.”*

*-A Chinese Proverb*



*Mrs. Benke  
Mrs. Henning*

*mbenke@garp.s.edgar.k12.mi.us  
henning@garp.s.edgar.k12.mi.us*

*112 N. 2nd Ave.  
Edgar, MI 54426  
(715)352-2727*

*Updated Spring 2022*

*Edgar  
Elementary  
School*



*Grade 4*



## *Language Arts*

In Reading your child will:

- \*comprehend literature
- \*build critical thinking skills
- \*retell and summarize
- \*receive instruction in meaning and usage

and oral read to build fluency and word recognition

\*read current literature books to acquire a love for reading

\*receive instruction that emphasizes writing forms, purposes, and processes

- \* Oral presentations
- \* Sentence Structure
- \* Parts of Speech
- \* Basic Editing Skills/

Proofreading

- \*Reference Skills
- \*Verbal Communication Skills
- \*Written Communication Skills
- \*Research Skills

**Houghton-Mifflin-Harcourt**

**Journeys**

**Selected fiction and nonfiction Literature Books**

## *Math*

In Math your child will work with:

- Factors and Multiples
  - Fraction Equivalence and Comparison
  - Extending Operations to Fractions
  - Place to Hundred Thousands
  - Multiplicative Comparison and Measurement
  - Multiply and Divide Multi-digit Numbers
  - Angles and Angle Measurement
  - Properties of 2 Dimensional Shapes
- Illustrative Math**

## *Technology Skills*

Students will use:

- \*Keyboarding Skills
- \*Google Docs
- \*Google Slides
- \*Google Sheets
- \*Internet Activities

## *Social Studies*

Students will explore:

- \*Wisconsin and the World
- Geographical Perspectives
- Historical Perspectives
- Civics and Government Perspectives
- Economic Perspectives

**Wisconsin Our State, Our Story**

**Wisconsin Studies Weekly**

## *Science*

Students will discover:

- \*Life Science: Human Body Vision and the Brain
- \*Earth Science: Earth's Features and Processes
- \*Physical Science: Sound Waves, Energy, Energy Transfer, and Electricity

**Mystery Science**

## *Music*

Weekly Scheduled Classes (60 minutes)

## *Art*

Weekly Scheduled Classes (60 minutes)

## *Literary*

Weekly Scheduled Classes (30 minutes)

## *Physical Education*

Daily Scheduled Classes (30 minutes)

## *Classroom Field Trips*

Madison State Capitol  
Making of Maple Syrup  
"Fit Kids" - Lambeau Field  
Grand Theater

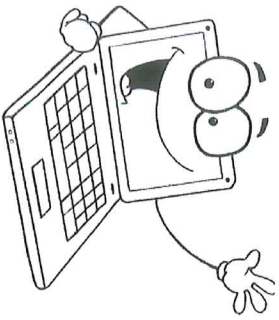
## *Enrichment Programs*

School Concerts  
Bi-Monthly Classroom Guidance Sessions  
PATHS  
Edgar School Forest Activities  
School Programs  
Classroom Reading Incentives  
Science Night

## *Grading*

A Standards Based report card is sent home at the end of each nine-week period.

Scheduled student led conferences are held in the fall. Parent-teacher conferences are scheduled in late February.



---

## Technology:

Programs the students will

learn how to use in 5th grade:

- Code.org
  - Google (Docs, Slides, Sites etc.)
  - Google Classroom
  - Spelling City
  - MyTypingClub.com
- Technology Used:**
- One-to-one Chromebooks

## Special Events:

Wausau School Forest

Milwaukee Brewers

Grand Theater

---

## Special Classes:

Art: 60 minutes / week

Music: 60 minutes / week

Library: 30 minutes /

week

Phy. Ed: 30 minutes / day

---

**Edgar Public Schools**

112 N. 2nd Ave

P.O. Box 198

715-352-2727

Mr. Hanson— [chanson@gappp.edgar.k12.wi.us](mailto:chanson@gappp.edgar.k12.wi.us)

Mr. Holtz— [nholtz@gappp.edgar.k12.wi.us](mailto:nholtz@gappp.edgar.k12.wi.us)

---

**MR. COLIN HANSON**  
**MR. NATHAN HOLTZ**

# 5th Grade Learning Community



---

2 0 2 2 - 2 0 2 3

---

**715-352-2727**

---

---

---

## Language Arts

Houghton Mifflin Harcourt  
Journeys

---

- Read various genres of fiction and nonfiction
- Learn robust vocabulary
- Integrate reading and writing with Science and Social Studies
- Use the writing process: pre-writing, drafting, revising, proof-reading, and publishing
- Working with sentence structure and grammar

---

---

## Science

Houghton Mifflin Harcourt  
Science Fusion

---

- Become better informed about the areas of force and motion
- Conduct experiments using the scientific method
- Learn about different scientific tools
  - Human Body Systems
  - Plant Lab
- School Forest Activities

---

---

## Social Studies

Pearson Education  
Building a Nation

---

- Map and Globe Skills
- Geography of the United States of America
- Development of the first 13 colonies
  - American Revolution
  - Oregon Trail

---

---

## Mathematics

Houghton Mifflin Harcourt  
Math Expressions

---

- Adding and Subtracting Fractions
- Adding and Subtracting Decimals
- Multiplying and Dividing Fractions
- Multiplying and Dividing Decimals
- Complete multistep work problems
- Learning the Coordinate Planes (Graphing)
- Perimeter, Area, and Volume

---

---

Edgar Public Schools 112 N. 2nd Ave P.O. Box 198 Edgar, WI 54428
---



# Contact Me!



Mrs. Jenny Pritzl



715-352-2727 ext. 125



[jpritzl@gapps.edgar.k12.wi.us](mailto:jpritzl@gapps.edgar.k12.wi.us)

## What does a School Counselor do?

### Counselor do?

I work alongside teachers and parents to support student social and emotional development, problem solving skills, and promote equity and access for all students.



### I provide:

- Classroom lessons (Character Strong) teaching important social-emotional life skills
- Small group counseling
- Short-term individual counseling
- Crisis intervention/support
- Consultation with parents and teachers
- Check-In Check-Out (CICO)
- Community resource referrals (including longer term therapy services)



## Edgar Elementary

# School Counseling

## Mrs. Jenny Pritzl



\*\*\*Confidentially and your family's privacy are important to me. What you or your child discuss with a counselor is private, except in cases required by law (when abuse, neglect, or harm are suspected).\*\*\*

# Counseling

## Topics:

- Making and keeping friends
- Teamwork
- Setting goals
- Career exploration
- Feeling good about yourself
- Making positive choices
- Being responsible and respectful
- Coping/managing strong emotions
- Self-control
- Conflict resolution
- Bullying
- Personal safety
- Perseverance
- Courage
- Kindness and empathy
- Honesty

## How does a

## student see a

## School Counselor?

- Self-referral
- Parent referral
- Administrative, teacher, or other staff referral
- Referral by friend(s)

## About

### Mrs. Pritzl

- Graduated from UW- Eau Claire (B.A.) & UW-Stout (M.S.)
- Certified PreK-12 and I have experience at Elementary and Middle School levels
- The 2022-2023 school year will be my 3rd year as a School Counselor and it is my 1st year at Edgar
- I have been married for a year with a baby on the way in January 2023
- I LOVE the outdoors, especially camping, fishing, and running



# A Note from Miss Hamann

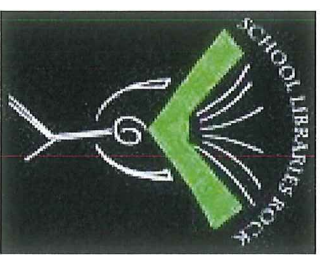
Welcome to the Library! I hope you will be a frequent user of this very special place. We are here to help you with any questions, research projects, or reading questions you might have. I can even help with your homework if you get stuck!

We can also available to help you find just the right book to read for fun.

If you need help answering a computer or other "techie" kind of question, come and ask, I'd love to help!

I hope to see you in the Library soon!

Miss Hamann



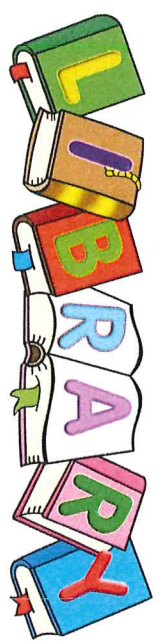
# Requests Taken

Is there something you want to read, but the LMC doesn't own it? Please stop and talk to Mrs. Lepak, Mrs. Christianson, or myself and let us know. We will do our best to get you the books you want to read. You can also submit requests via our web page



EDGAR ELEMENTARY SCHOOL  
1122 N. 2nd Ave.  
P.O. Box 198  
Edgar, WI 54426

Edgar Elementary



Miss Hamann  
Library Director

Mrs. Christianson  
Library Paraprofessional

Mrs. Lepak  
Library Paraprofessional

# Library Programming

All students in Grades K4 to Grade 5 will have a weekly class visit to the library to meet with the librarian.

During that time we will be learning :

- how to find information,
- how to evaluate information found,
- how use information appropriately and ethically,
- digital citizenship, manners we use online,
- STEM activities to expand problem solving skills and creativity.



## Library Programming

Cont.



Of course, we spend time reading books, sharing author information, and exploring the world of books in digital and paper formats. Each visit will also have time for students to checkout books and to quietly start reading them.

The library also hosts

## Check Out Information

- ⇒ Books are checked out for two weeks and may be renewed once.
- ⇒ Student may check out their grade level +1 number of books.
- ⇒ E-books and Digital audiobooks may be checked out one at a time
- ⇒ Fines are assessed for lost and damaged books.
- ⇒ Each student will have an account in Destiny. This account will give access to ebooks and digital audiobooks.

## Expectations

### Be Respectful

- \*Level 1 Voice
- \*Take turns
- \*Treat the library and library materials with care

### Be Responsible

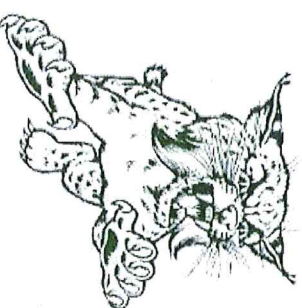
- \*Return Books on Time
- \*Report damage

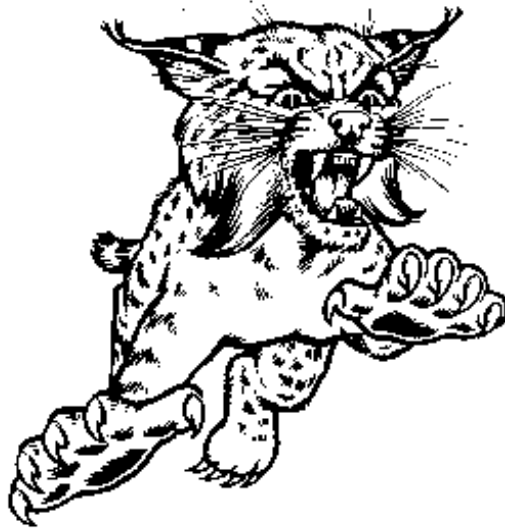
### Be Safe

- \* Walk, don't run
- \* The pit is for group reading, not for jumping
- \* Chairs need to sit flat, no tipping
- \* Keep hands, feet and objects to yourself

### Be a friend

- \*Treat books and others the way you want to be treated.





## **EDGAR WILDCATS MIDDLE SCHOOL AND HIGH SCHOOL** **STUDENT HANDBOOK 2022-2023**

Welcome to Edgar Middle School/High School, an excellent school built on a positive tradition of successful involvement in academics as well as music, drama, and athletic co-curricular participation. Your experience will be what you make it and you are encouraged to get involved. We want our students to learn the value of being positive people along with the attainment of knowledge that will propel them to success as adults. This planner is designed to help you organize assignments, activities, due dates, and serves as a passbook for meeting with teachers outside of the regular class time.

Build strong habits and seize every opportunity to grow!

Mr. Thomas McCarty  
Principal

### **LOYALTY SONG**

We're loyal to you, Edgar High,  
We know you're true blue, Edgar High,  
We know you're the best of all schools east or west,  
And we'll back you with zest, Edgar High. Rah-Rah!  
So stand up for right, Edgar High,  
Press onward with might, Edgar High,  
As time surely lengthens,  
Our loyalty strengthens,  
We're loyal to you, Edgar High!

U-Rah! Rah! Edgar High, Edgar High!  
U-Rah! Rah! Edgar High, Edgar High!  
U-Rah! Rah! Edgar High!  
EDGAR! YEA!

**EDGAR HIGH SCHOOL**  
**203 East Birch Street**  
**P.O. Box 196**  
**Edgar, WI 54426-0196**

**Telephone (715) 352-2352**  
**Fax (715) 352-3198**

**Web Site - <http://www.edgar.k12.wi.us>**

**Edgar Schools are on**  
**Twitter, Instagram and Facebook**



# **CURRICULUM AND GRADES**

## **HIGH SCHOOL COURSE REQUIREMENTS**

All students are required to take eight classes throughout the year. Students are encouraged to check with parents and their guidance director when they choose their course of study. All courses of study must be approved by the guidance department. Students need 29 credits to graduate. This requirement must include: English(4 credits), Math (3 credits), Social Studies (3 credits), Science (3 credits), Physical Education (1.5 credits), Health (.5), Consumer Economics (.5) and (.25) credits for portfolio completion. A course and career guide is available on the school website to see full descriptions of courses offered, program explanations and course descriptions. Course changes must be made within the first three days of each term. See School Board Policies – Promotion/Graduation; Class Rank; Definition of Full Time Student; Programs for School Age Mothers; Acceleration Policy

## **MIDDLE SCHOOL COURSE REQUIREMENTS**

6<sup>th</sup> Grade – Reading, Math, Science, Language Arts, Social Studies, Health, Art, Phy. Ed, Guidance, Band, Music, Study Skills, Computers

7<sup>th</sup> Grade – Reading, Math, Science, Language Arts, Social Studies, FACE, Art, Phy. Ed, Guidance, Band, Choir, Spanish, Computers, Tech Ed

8<sup>th</sup> Grade – Reading, Math, Science, Language Arts, Social Studies, FACE, Art, Phy. Ed, Guidance, Band, Choir, Spanish, Computers, Tech Ed

## **GRADING INFORMATION**

Report cards are issued at the end of each nine-week term. Upon completion of each grading period, report cards will be mailed home. The cards are mailed one week after the term ends.

The following grade system is used: A+=4.0, A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=.67, F=0.0, Inc.-Incomplete. An incomplete must be removed within 10 school days of the grading period or the incomplete work will be turned to a zero and the grade earned will become final. Unexcused absences, which lead to incomplete work, may result in a reduction in grades.

Progress reports are sent on the 21st day of each grading period.

## **HONOR ROLL**

An honor roll is compiled and published in the local newspapers at the end of each report card period. To be eligible for this honor roll, the student must have a 3.0+ average (high honors 3.5+, highest honors 4.0+). Honor cords at commencement are awarded to those with a 3.33+ cumulative GPA. Academic letters may be earned by students with a 3.33+ GPA each of the first three grading periods of the school year.

## **EARLY COLLEGE CREDIT PROGRAM**

Any student in 9th, 10th, 11th, or 12th grade may enroll in the Early College Credit Program providing they meet the requirements established by law and by the District and subject to the approval of the Board of Education on an annual basis. A student or his/her parent must also complete and submit the Intent to Participate Form available with our High School Counselor. Students are required to submit these forms by the established deadlines for each semester.

## **START COLLEGE NOW PROGRAM**

Any student in 11th or 12th grade may enroll in a course at a Wisconsin Technical College System campus through the Start College Now program provided that they meet the requirements established by law and district and subject to review by the Board of Education annually. A student and their guardian must complete the application form and submit it to the High School Counselor by the established deadlines to participate.

## **PORTFOLIO PROGRAM**

The Edgar High School Academic Career Plan Portfolio is a student-generated collection of academic, co-curricular and community activities and achievements showcasing individual skills and accomplishments. Each grade level has specific goals related to the portfolio. Students will need to satisfactorily complete the portfolio program as a graduation requirement. See course description handbook for more information on the portfolio program.

## **ATTENDANCE POLICY**

Good attendance habits instill in the student a sense of responsibility. This can be a carryover into adult life, which can be an asset to steady employment. Research shows that attendance has a strong correlation with academic success. Legally, all students must attend school to age 18. Regular attendance is absolutely necessary for all students to progress in school. Those students who do not attend regularly find it difficult to keep up with their class assignments and basic skills growth. Although students with excused absences are allowed to make up missed work, it is very difficult to make up the learning that occurs in the classroom. The student alone is responsible for work missed when he/she is absent for any reason. Students may need to make arrangements to remain after school to work with their teachers if necessary to complete work. The person in charge of attendance will determine the legitimacy of each absence. Questionable absences will be referred to the high school principal. The following rules and procedures are important:

1. **ABSENCES:** Parents/guardians are required to call the office each day of their child's absence by 8:30AM to inform the attendance assistant as to the student's name and the reason for absence. In lieu of a phone call, a written note will be required for all excused absences on the day the student returns to school. All notes must state the reason for the indicated absence and the date or dates of absence. Failure to provide notice of an absence results in an unexcused absence entered into the record for the student.
2. **EXCUSED ABSENCES:** Students receive an excused absence when they are absent from school for illness, accident, serious illness of a family member, death of a family member, other family emergencies, or a reason deemed necessary by main office personnel. Medical verification may be required of those who are habitually absent. A student who is absent from school may not attend after school social events (i.e. dances, ball games, concerts, etc.) A parent is limited to excusing their child 10 times in a school year without a professional note excuse in accordance with Wisconsin Compulsory Attendance Statute Sec. 118.15 Any absence beyond the 10th absence is considered unexcused without prior administrative approval. It is important that any absences involving a professional visit (doctors, dentist, lawyer, counselor or other appointments) are accompanied with a signed note/letter from the office of visit. Any absence that includes a professional note of excuse will not count towards a parents limited number of allowable excused absences for their child.
3. **PREARRANGED ABSENCES:** Planned absences must receive prior approval of the principal (i.e. family vacations, deer hunting, state tournament accompanied by adult family members, etc.) Students should bring a note from the parent/guardian, which states the dates and reasons for the absence. The note should be turned in to the office, at which time the attendance secretary will update the student's attendance in Skyward for the purpose of notifying teachers and obtaining assignments from each teacher. Under Wisconsin State Statutes, a parent may not excuse this child from school for more than 10 days. Absences that include a professional note do not factor into a parents limits.
4. **UNEXCUSED ABSENCES:** If a student misses all or part of a school day without prior parent notification or a note upon return to school, it is considered an unexcused absence. Any student who leaves during the school day, without prior permission, will be considered unexcused. After a student has exceeded their allowable 10 excused absences, future absences will be considered unexcused. Unexcused absences are not acceptable and will be handled in the following way:

First Unexcused Absence: 3 Lunch Detentions

Second Unexcused Absence: 3 Lunch Detentions, Parent Contact and initial Truancy warning mailed home

Third Unexcused Absence: 1 Hour After School Detention

Fourth Unexcused Absence: 1 Hour After School Detention, Parent Contact and Second Truancy Warning

Fifth Unexcused Absence: Habitual Truancy Process will be initiated. Municipal Citation will be issued

Students may be required to remain after school to complete work missed during an unexcused absence.

Some work, including tests missed during an unexcused absence, may not be made up.

See Wis. State Statute (118.16).

5. **TRUANCY:** Truancy is defined as any unauthorized absence from school, usually without parental permission and/or knowledge for all or part of a school day. Disciplinary responses will become more severe for repeated offenses. If absences are continuous, parents are subjecting themselves to the possibility of prosecution under state truancy laws. Please see full Truancy Plan for steps that will be taken for truant students.
6. **HABITUAL TRUANCY:** A habitual truant is defined as a student who is absent from school without an acceptable excuse for part of or all of five or more days on which school is held during a school semester. This provision includes excessive excused absences that are not accompanied by a professional note. School districts are required by law to schedule a meeting with the parent(s)/guardian of a habitual truant to discuss the student's truancy within a specific time period. The date for the meeting must be within five school days after the date that the habitual truancy notice has been sent to the student's parent/guardian. With the consent of the student's parent/guardian, however, the date for the meeting may be extended for an additional five school days. Municipal Citations may be issued as part of the truancy process.
7. **TARDINESS:** Because tardiness disrupts the instruction that is occurring in class, students are expected to be in their classes and ready to begin at the appropriate times. Students are not to loiter in halls and are not to move about the building without an **assignment book or hall pass** signed by a teacher. If a student is tardy to Block 1 in the morning, they will be directed to the office to check in. Students who are more than 10 minutes late to class will be counted as an absence rather than a tardy. Truancy is defined by missing all or part of a day. A student who is excessively tardy may be referred for a truancy referral. The following steps will be taken for students who are tardy to class:

First Offense: Teacher Conference Will Occur

Second Offense: Teacher Conference Will Occur

Third Offense: Principal Conference Will Occur; 1 Lunch Detention will be assigned

Fourth Offense: Principal Conference Will Occur; 2 Lunch Detention will be assigned

Fifth Offense: Principal Conference Will Occur; 3 Lunch Detention will be assigned

Subsequent Offenses may consist of additional after school detentions, in school suspensions, truancy referrals, code of conduct violations or other consequences deemed appropriate.

8. **EARLY DISMISSAL/LATE ARRIVAL:** If a student must leave school for any reason other than sickness, he/she is required to present a request from home in the form of a note or letter. Whenever possible, appointments should be scheduled outside of the regular school day. If, however, a student must leave early or arrive late, he/she must check in or out at the high school office. When arriving late, the student must be "signed in" by a parent or guardian OR bring a note from a parent which states the reason for the late arrival. See School Board Policy and Wisconsin Compulsory Attendance Law

## **BREAKFAST/LUNCH PROGRAM/NOON HOUR**

A breakfast and lunch program, available to all students, is served according to regulations set by the State Department of Public Instruction. A computer account is set up for each family. Students may deposit money as needed. Negative accounts will generate notification messages to parents. In order to continue offering meals at the lowest price per student, it is necessary that a maximum number of students participate in this program. Students are to remember that the noon meal is intended to be a lunch and not a complete dinner.

## **OPEN CAMPUS**

Students are encouraged to eat in the school lunch program. Students in grades 11-12 who are in good academic standing will be permitted to leave school during their lunch period. In order for students to leave campus they must have a signed permission slip on file with the office. Student conduct must be of respectable nature. Failure to do so will result in the withdrawal of lunch privileges and a discontinuance of this open policy. Students in grade 10 will earn open campus during 2nd semester on a privileges system.

## **MOTOR VEHICLES AND PARKING**

Students are encouraged not to drive cars to school, inasmuch as bus service is provided. Students are to use their vehicles in accordance with all expectations that are placed on the responsible driver by law enforcement officials. Failure to do so will result in the loss of driving privileges. Students who drive to school and expect to leave during school hours are required to park in the West Parking Lot. No students are permitted to come and go from the East Parking lot until after school hours. This is due to safety of all our students entering and exiting the school forest and other outdoor Physical Education areas during the school day.

# **SAFETY**

## **BUS PRIVILEGES**

1. All bus rider rules apply to each pupil who rides a school bus at any time for any reason.
2. Students who represent Edgar in any Curricular or Co-curricular activity (i.e. athletics, music, clubs, forensics, etc.) must ride the bus to and from the event unless other transportation, with parents, has been approved in advance by the instructor or principal.
3. A pupil who rides a school bus to an activity or event must return on the bus unless authorized to do otherwise according to school rules.
4. Spectator transportation to co-curricular activities may be provided at a small charge. Students wishing to attend these events must sign up in advance in the high school office.

See School Board Transportation Policy and Bus Rider Rules

## **SPECIAL NOTICE ON SCHOOL CLOSINGS**

In the event school is closed because of inclement weather, snowstorm, or excessively cold temperature, announcement will be made over radio/TV stations WDLB/WOSQ-Marshfield, WSAU, WDEZ, WIFC, WRIG, WOFM, WIZD, WXCO & WYCO/Channel 7 & 9-Wausau shortly before 7:00 AM. Please do not call the district administrator or principal or the school because this ties up the telephone lines making it impossible to call the radio stations, bus drivers and other personnel.

## **SAFETY DRILLS**

On receiving a **tornado warning**-the *repeated sounding* of the PA tone signal-students are to move quickly to designated areas and sit facing walls. Monthly **fire drills** are held for the safety of the student, so that in the event of an actual fire, evacuation can be done quickly and safely. Students are not to re-enter the building until the all clear signal has been given. Fire exit and tornado safety signs are posted in each classroom. Please note them.

A lock-down announced over the PA system requires all students to vacate the hallways and remain in classrooms for further instructions.

## **INJURIES, ILLNESS & INSURANCE**

All injuries, illness, or personal injury problems should be immediately reported to the teacher. If a student is ill and unable to attend class, report to the office immediately. Because ill students cannot be sent to an empty home, a parent, relative or neighbor will be contacted. Students with fever, vomiting, or diarrhea need to remain home from school for a minimum 24 hours and/or until free of those symptoms.

All prescriptions and other medications must be stored in the M.S. or H.S. office, not in lockers, backpacks, or elsewhere.

See Emergency Nursing Service Policy; School Safety Plan

## **LOCKER ROOMS**

Locker rooms are available for student use for Physical Education class and after school athletic activities. Locker rooms are not to be accessed by students for any reason during the school day unless in a physical education classroom. The locker rooms will be locked and student use will be prohibited. Students found in locker rooms outside of approved time will be issued a behavioral referral.

## **BEHAVIOR AND STUDENT CONDUCT**

### **GENERAL STUDENT CONDUCT**

A student's manners or lack of manners show up in the hallway and classroom perhaps more than anywhere else. Students who willfully disregard rules or exhibit behavior, which adversely affects other students or members of the staff, will be issued a "Minor" or "Major" referral form. The accumulation of three minor referrals will result in detention. Consequences for earning a "Major" referral will vary based on the severity of the incident. Examples of behaviors that would earn a major or a minor can be found on our "Wildcat Way" behavior matrix.

#### Consequences for Minors Issued:

Minors will be issued for behavior that disrupts the learning environment for other students, is disrespectful to staff, students or facility or otherwise unacceptable social behavior. The following sequence will take place when a student has earned a minor. The sequences of discipline restart with the beginning of each new quarter.

1st Minor Offense: Discipline referral logged in EduClimber, Student/Teacher Conference and Teacher/Parent Communication

2nd Minor Offense: Discipline referral logged in EduClimber, Student/Teacher Conference and Teacher/Parent Communication. Principal or Counselor Follow up with Student

3rd Minor Offense: Discipline referral logged in EduClimber, Student/Teacher Conference, Office Call Home and 3 Lunch Detentions Assigned

Each subsequent minor: Discipline referral logged in EduClimber, Student/Teacher Conference, Office Call home 3 Lunch Detentions Assigned

Accumulation of more than 4 minors in a quarter will result in assigned after school detentions or potential in-school suspensions.

#### Consequences for Major Actions:

Majors will be issued for behavior that impacts the learning environment substantially, overt disrespect towards staff or students occurs, vandalism, academic dishonesty, possession of tobacco/vapes and/or paraphernalia, and other socially unacceptable behavior that warrants immediate consequences. Consequences for major office referrals can range from lunch detentions, after school detentions, in-school suspensions, or out of school suspensions. Citations may also be issued for violation of municipal ordinance violations occurred with the behavior.

IN-SCHOOL SUSPENSION involves confinement to the office or other quiet area for 1-5 days during which all past and present class work must be satisfactorily completed. Other appropriate work may also be assigned. The principal has the authority to implement out-of-school suspension for a period of five days.

Repeated disobedience or disrespect, habitual truancy, vulgarity, profanity, the use of or possession of tobacco/vape/e-cigarettes on school premises, physically touching another student or staff, behavior that threatens the safety of other students, evidence of being under the influence of alcohol or drugs, and/or carrying of dangerous instruments shall constitute good cause for either type of suspension from school.

When a student is suspended, the parent of that student will be notified of the action being taken. The student will not be permitted to attend school activities on the day of and throughout the duration of the suspension. Repeated cases serious enough to require expulsion will be referred to the district administrator who will arrange a hearing with the Board of Education.

Civil citations will be issued for verbal and/or physical actions directed at staff or other students and other violations of the law through the Village of Edgar Police Department.

## **BULLYING**

Bullying and Harrassment of any student will not be allowed. Any students who are the victim of bullying or observe bullying are encouraged to report it to a staff member right away. The School District Website also has an Incident Reporting for anonymous reporting options. Below is the school board policy regarding Bullying and how it will be treated:

### 5517.01 - BULLYING

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

#### **Definitions:**

**"Bullying"** - Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.

- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions;
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. hacking into or otherwise gaining access to another’s electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim’s cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** - Harassment includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

See School Board Policy 5517.01 for the rest of the approved policy.

### **FIGHTING - ZERO TOLERANCE**

Anyone who is involved in a physical fight, regardless of who "started it", will be suspended.  
See School Board Policy - Weapons; Tobacco Products Policy; Student Removal from Class

### **POSSESSION/USE OF TOBACCO PRODUCTS**

The Board of Education is committed to providing students, staff, and visitors with a tobacco and smoke free environment. The negative health effects of tobacco and nicotine use for both users and non users, particularly in connection with second hand smoke, are well-established. In addition, students less than eighteen (18) years of age are prohibited by law from purchasing or possessing cigarettes and other tobacco products.

For the purposes of this policy, “use of tobacco” means to chew or maintain any substance containing tobacco, including smokeless tobacco, snuff, any other matter or substance that contains tobacco, the smoking of electronic, “vapor,” or other substitute or simulated forms of cigarette.

### **Age Appropriate Consequences That May Occur for Students Using or Possessing Tobacco Products on School Property**

First Offense: Parent/Guardian Notified, 1 Day Suspension including AODA Counseling Session, Municipal Citation Issued

Second Offense: 3 Day Suspension with Parent Meeting Required upon Re-Entry, Potential additional legal consequences

Third Offense: Progressive Discipline will follow including potential pre-expulsion contract written

### **ACADEMIC HONESTY**

Academic dishonesty is plagiarism, submitting falsified or invented information as fact, unauthorized use of tools, notes, textbooks or electronic devices on assessments, being complicit in the act of allowing another student to copy work or copying another student’s work and submitting as your own. Students not demonstrating academic integrity on summative assessments will be reported to the principal’s office. The following procedures will take place in cases of academic dishonesty:

First Offense: Student will be assigned 3 Lunch Detentions and be required to redo the academic work in question under supervision of school personnel. A disciplinary write up will be made in EduClimber. An alternative assignment may be assigned if appropriate.

Second Offense: Student will be assigned 5 Lunch Detentions and be required to redo the academic work in question under the supervision of school personnel for a maximum score of 50%. A disciplinary write up will be made in EduClimber.

Third Offense: Student will be issued an in school suspension and given a 0 on the assigned summative assignment. All future offenses will follow this consequence pattern.

### **STUDENT CONDUCT AND CO-CURRICULARS**

A violation of items of student conduct during the school day may also result in a co-curricular violation. These penalties are outlined in the Co-Curricular handbook and are separate penalties from school day disciplinary action.

### **STUDENT BEHAVIOR AROUND THE BUILDING & GROUNDS**

Remember that the area around school is either private or public property. In either event, it does not belong to any individual student or any groups of students. Littering, abusing locker doors, and walking on lawns reflect a disregard to other people's property and only serves to raise the operating costs that someone must pay.

At assemblies and group meetings, accord your guest speakers the same courtesy you would your teachers in the classroom. An outside speaker carries with him an impression of the school based upon the behavior of its students.

Respect for your fellow students and staff is of utmost importance. Our learning environment should be one where all individuals feel comfortable and able to fulfill their academic/personal goals.

To ensure safety of all students, students are not to run or engage in rough behavior in the halls or classrooms.

Any act of affection beyond hand holding between a boy and girl in the school is considered to be extremely poor taste and will be disciplined appropriately.

Technology - Unsupervised students using the Internet must have parental permission and a signed acceptable use agreement on file. Students are not allowed to use cell phones, pagers, or computer games in classrooms unless granted permission by their classroom teacher.

See School Board Policies - Harassment; Bullying, Student Use of Beepers; Internet Acceptable Use



## **CO-CURRICULAR ACTIVITIES**

Perhaps more than at any other time, and by more people, a school's reputation is judged by the behavior of its students at athletic events. Athletic contests at schools are held for the purpose of acquiring a sense of sportsmanship of athletes and spectators alike. The visiting team and its followers are guests and must be treated as guests. Obviously, good manners preclude booing, hissing, and uncomplimentary remarks. The well-mannered student adheres to the rules of sportsmanship conduct at all athletic events.

## **CO-CURRICULAR CODE**

A 12-month co-curricular code must be signed by parents and participants of any non-credit, school sponsored activity in grades 6-12. This code is to be signed annually before students are eligible to participate. It outlines Academic and Code of Conduct regulations.

## **DRIVERS EDUCATION-BEHIND THE WHEEL**

The Edgar School District offers its students the chance to earn their supervised driving instruction through the school at an affordable cost. This opportunity is only available to Edgar High School students. If at any time, a student withdraws from the district, they will not be eligible to participate in this program. If the fee was already paid, a pro-rated amount will be refunded.

## **STUDENT DRESS AND GROOMING**

Students are to be appropriately dressed and groomed at all times. T-shirts or other clothing deemed as vulgar, abusive or inappropriate will not be allowed in school. Undergarments and the mid-section must be covered. Hats, caps, bandanas, or head coverings are not permitted during normal school hours. Clothing advertising alcohol, drug or tobacco products are forbidden.

## **LOCKERS AND BACKPACKS/BAGS/PURSES**

Lockers will be kept clean, neat and orderly. Each student is financially responsible for their assigned desk, books and locker that are the joint property of the school and student. Locker inspections may be made at any time during the school year. There is no expectation of privacy by students for use of school lockers and/or parking lots. The school is not responsible for items lost or stolen from lockers. Students must lock their lockers and are encouraged to leave valuables at home.

See School Board Policy - Locker Search

Students must secure backpacks and personal belongings in their lockers each day. Backpacks/Bags/Purses will not be allowed to be brought into the classrooms and must remain in lockers during the school day except to enter or exit the building. Small size pencil cases will be admitted into the classroom. Exceptions will be made for approved medical conditions that may require an exception.

## **PHONE USE AND PERSONAL ELECTRONIC DEVICES.**

Office telephones will be used for office purposes only. Messages from parents will be received on the office phone and delivered as swiftly as importance dictates. Students will be called from classes only in cases of emergency. Classroom phones are off-limits to students.

Electronic devices is designed to refer to all electronics that are used to communicate or may provide a distraction to the learning process. These include but are not limited to cell phones, smart watches, head phones/ear buds and blue tooth speakers. Students are not allowed to use electronic devices in classrooms without permission from the classroom teacher. Students can use these devices during lunch and passing time. Teachers may require electronic devices be required to be turned off or removed during academic assessments. Students who use their electronic devices without permission in classrooms will have them confiscated. During approved usage times student use is restricted to appropriate uses as follows:

- Electronic devices are prohibited in bathrooms and locker rooms at all times.

- Electronic devices may not be used in a manner that will cause disruption to the educational environment or invade the privacy of another individual.

-The School District will not be responsible for loss, damage, or theft of any electronic devices brought to school.

-The District may examine the cell phone/electronic device and search its contents if there is reasonable suspicion that the student was engaging in illegal conduct or violating school rules beyond possessing the device at prohibited times.

-The cell phone may not be used to create an environment of bullying using the device. Such behavior will be treated under the districts bullying policies.

If electronic devices are confiscated and brought to the office, the following steps will be taken.

1st Offense: Students can have their devices returned at the end of the day.

2nd Offense: Students can have their devices at the end of the day and are assigned a lunch detention

3rd Offense: A student will not have their devices returned until a parent or guardian has picked up the device from the school office.

4th Offense: Student will need to turn in their device to the high school office at the start of each day, where it will remain for the full day. This will last for 5 school days.

## **LIBRARY MEDIA CENTER**

The Library Media Center is open during the school day (7:30 am - 3:30 pm) to provide an environment for individual study and research, reading, work on assignments, or small group work. In order to preserve the right of all students to such an environment, every student has the responsibility to maintain this environment in the LMC. Upon request, students may use the library conference room for larger groups, online meetings, etc. There is also an Ellison DieCut machine available for students to use for projects or assignments.

Students and staff have access to over a dozen electronic databases. These databases support curricular areas as well as pleasure reading for users. The library web page is the main point of access for all library materials: print and nonprint. Students and staff may request materials for the library. The final decision for these purchases rests on the Library Director.

Students may check out up to 10 books at a time. If a student requires more than 10 at a time, talk to the librarian. All checkouts are for 3 weeks and may be renewed. Lost or damaged materials must be paid for in full. Stop in and talk to the library staff if you have any questions.

## **MIDDLE SCHOOL SPECIFIC ITEMS**

### **STUDY HALL RULES**

Study hall is a place for study and quiet reading. If you use this time wisely, most of your schoolwork can be done during the school day.

Make sure you have all the materials you will need when you go to study hall. Also include extra reading material in case you finish your work early. Students must bring their student planners with them to study hall.

When entering study hall, go quickly and quietly to your assigned seat for roll call. After roll call, students having passes to the library, other teachers, or the office will have their passes signed and be allowed to leave. Only students having passes may leave study hall. Remember to go quietly and quickly to other areas.

### **REWARD DAYS**

Throughout the school year students will have the opportunity to earn a fun “reward day”. Students who are passing all of their classes and have demonstrated appropriate behavior throughout the quarter can attend. Further details on eligibility requirements will be explained to students/parents and may include missing work or the issuance of minor/major referral forms. Students are not eligible to attend reward days if they are suspended during the quarter. Students who did not earn their reward day will stay back at school.

### **8<sup>TH</sup> GRADE CLASS TRIP**

All 8th graders have the opportunity to participate in the end-of-year 8th grade class trip. Students can fundraise for the trip if they choose to. Students must be in good academic and behavioral standing to attend the trip. Students who are not eligible to attend the trip will stay back at school.

## **DISCLOSURE**

Directory information includes: student's name, present address, telephone listing, date and place of birth, current grade, parents' names, dates and places of attendance, participation in officially recognized activities and sports, weights and heights of members of athletic teams, student's photograph, the most recent previous educational agency or institution attended by the student, and degrees and awards received. This information may be disclosed to any person within thirty days of published notice, unless any parent, guardian or eligible student informs the high school office that all or any part of the directory information may not be released without the prior consent of the parent, guardian or eligible student.

See School Board Policy - Records

## **NONDISCRIMINATION**

The Edgar School District does not discriminate on the basis of sex, age, race, color, national origin, creed, ancestry, religion, sexual orientation, marital or parental status, pregnancy, disability (physical, mental, emotional, learning) or handicap in the educational programs or activities it operates or in employment.

See School Board Policy - Nondiscrimination

## **OTHER RELATED SCHOOL BOARD POLICIES**

Citizen Complaints Against School Personnel

Section 504 of Rehabilitation Act

Corporal Punishment

Student Removal from Class

Wisconsin State Statutes and School Law

-available in District Administrator's office

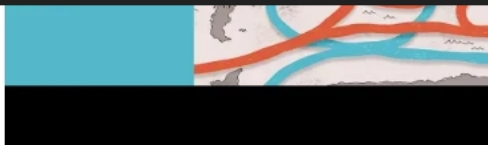
Edgar School Board Policies

-available in school offices and on the district website

Open Enrollment Policy

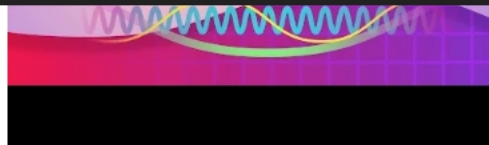
## **DRUG FREE SCHOOLS**

The Edgar School District is a Drug Free School.



## Module F

1. Earth's Water
  - Water & its Properties
  - The Water Cycle
  - Surface Water & Groundwater
2. Oceanography
  - Earth's Oceans & the Ocean Floor
  - Ocean Waves
  - Ocean Currents
3. Earth's Atmosphere
  - The Atmosphere
  - Energy Transfer
  - Wind in the Atmosphere
4. Weather & Climate
  - Elements of Weather
  - Clouds & Cloud Formation
  - What Influences Weather?
  - Severe Weather & Weather Safety
  - Weather Maps & Weather Prediction
  - Climate
  - Climate Change



## Module J

1. Introduction to Waves
  - Waves
  - Properties of Waves
2. Sound
  - Sound Waves & Hearing
  - Interactions of Sound Waves
  - Sound Technology
3. Light
  - The Electromagnetic Spectrum
  - Interactions of Light
  - Mirrors & Lenses
  - Light Waves & Sight
  - Light Technology

## Natural Selection

### the Amoeba Sisters

## Module B

1. Life Over Time
  - Intro to Living Things
  - Theory of Evolution by Natural Selection
  - Evidence of Evolution
  - The History of Life on Earth
  - Classification of Living Things
2. Earth's Organisms
  - Archaea, Bacteria, & Viruses
  - Protists & Fungi
  - Intro to Plants
  - Plant Processes
  - Intro to Animals
  - Animal Behavior

## 1. Earth's Surface

- Earth's Spheres
- Weathering
- Erosion & Deposition by Water
- Soil Formation

## 2. Earth's History

- Geologic Change Over Time
- Relative Dating
- Absolute Dating
- The Geologic Time Scale

## 3. Minerals &amp; Rocks

- Minerals
- The Rock Cycle
- 3 Classes of Rock

## 4. The Restless Earth

- Earth's Layers
- Plate Tectonics
- Mountain Building
- Volcanoes
- Earthquakes
- Measuring Earthquake Waves

## 1. Matter

- Intro to Matter
- Properties of Matter
- Physical & Chemical Changes
- Pure Substances & Mixtures
- States of Matter
- Changes of States

## 2. Energy

- Intro to Energy
- Temperature
- Thermal Energy & Heat
- Effects of Energy Transfer

## 3. Atoms &amp; the Periodic Table

- The Atom
- The Periodic Table
- Electrons & Chemical Bonding
- Ionic, Covalent, & Metallic Bonding

## 4. Interactions of Matter

- Chemical Reactions
- Organic Chemistry
- Nuclear Reactions

## 5. Solutions, Acids, &amp; Bases

- Solutions
- Acids, Bases, & Salts
- Measuring pH

## 1. Motion &amp; Forces

- Motion & Speed
- Acceleration
- Forces
- Gravity & Motion
- Fluids & Pressure

## 2. Work, Energy, &amp; Machines

- Work, Energy, & Power
- Kinetic & Potential Energy
- Machines

## 3. Electricity &amp; Magnetism

- Electric Charge & Static Electricity
- Electric Current
- Electric Circuits
- Magnets & Magnetism
- Electromagnetism
- Electronic Technology



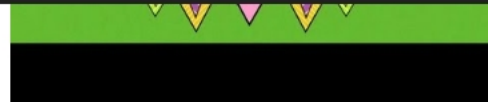
## Module D

1. Interactions of Living Things
  - Intro to Ecology
  - Roles in Energy Transfer
  - Population Dynamics
  - Interactions in Communities
2. Earth's Biomes & Ecosystems
  - Land Biomes
  - Aquatic Ecosystems
  - Energy & Matter in Ecosystems
  - Changes in Ecosystems
  - Human Activity & Ecosystems
3. Earth's Resources
  - Earth's Support of Life
  - Natural Resources
  - Nonrenewable Energy Resources
  - Managing Resources
4. Human Impact on the Environment
  - Human Impact on Water
  - Human Impact on Land
  - Human Impact on the Atmosphere
  - Protecting Earth's Water, Land, & Air



## Module G

1. The Universe
  - Structure of the Universe
  - Stars
  - The Life Cycle of Stars
2. The Solar System
  - Historical Models of the Solar System
  - Gravity & the Solar System
  - The Sun
  - The Terrestrial Planets
  - The Gas Giant Planets
  - Small Bodies in the Solar System
3. The Earth-Moon-Sun System
  - Earth's Days, Years, & Seasons
  - Moon Phases & Eclipses
  - Earth's Tides
4. Exploring Space
  - Images From Space
  - Technology for Space Exploration
  - History of Space Exploration



## Module A

1. Cells
  - The Characteristics of Cells
  - Chemistry of Life
  - Cell Structure & Function
  - Levels of Cellular Organization
  - Homeostasis & Cell Processes
  - Photosynthesis & Cellular Respiration
2. Reproduction & Heredity
  - Mitosis
  - Meiosis
  - Sexual & Asexual Reproduction
  - Heredity
  - Punnet Squares & Pedigrees
  - DNA Structure & Function
  - Biotechnology

# MS ELA Department

## English 6

Teacher: Andi English, Troy Andreshak, Tina Higgins

GRADE: 6

LENGTH: Year Long

In 6th grade we explore what happens when life changes direction, what drives us to take on challenges, what defines our heroes, as well as discovering ancient realms. One of our favorite research units is the study of the Iditarod. Learners will have the opportunity to follow a musher, and pursue their own self-directed inquiry.

[English 6 Web Page](#)

## English 7

Teacher: Andi English, Troy Andreshak, Tina Higgins

GRADE: 7

LENGTH: Year Long

In 7th grade we focus on the fascinating study of reading, writing, and communication! This course's primary objective is to help seventh grade middle school students, become better readers, writers, and analyzers of communication. In the process of studying communication and developing into advanced communicators ourselves, we will explore finding ourselves, overcoming obstacles, and doing the right thing.

[English 7 Web Page](#)

## English 8

Teacher: Andi English, Troy Andreshak

GRADE: 8

LENGTH: Year Long

In 8th grade, we peak at the top of our middle school years and analyze stories that create suspense, explore utopias and dystopias, finding your voice in today's world, and lastly, building your self-image. 8th graders continue to fine tune their reading, writing, and communication skills before high school.

[English 8 Web Page](#)

# MS Mathematics Department

## Math 6

Teacher: Katie Haas

GRADE: 6 PREREQUISITE: None CREDIT: 1 LENGTH:  
Year Long

The major work in 6th grade math is on ratios and rates **which sets the foundation for proportionality in 7th grade and linear relationships in 8th grade**. This course also covers statistics, area, volume, equations, expressions, rational numbers, decimals, and fractions.

[6th Grade Math Web Page](#)

## Math 7

Teacher: Katie Haas

GRADE: 7 PREREQUISITE: None CREDIT: 1 LENGTH:  
Year Long

The major work in 7th grade is on proportionality, **which leads to linear relationships in 8th grade**. This course also covers rational number arithmetic, scale drawings, equations, expressions, inequalities, angles, prisms, circles, probability, and sampling.

[7th Grade Math Web Page](#)

## Math 8

Teacher: Delaney Jinkins

GRADE: 8 PREREQUISITE: None CREDIT: 1 LENGTH:  
Year Long

Students in 8th grade math will focus on equations and expressions, parts of geometry, and analyzing variables.



# MS Social Studies Department

## Social Studies 6

Teacher: Emily Timm

GRADE: 6 LENGTH: One Semester

In this class students will explore ancient civilizations from prehistory to Ancient Rome through analyzing geographical features and cultural identities.

[Social Studies 6 Web Page](#)

## Social Studies 7

Teacher: Dave Huss

GRADE: 7 LENGTH: One Semester

In 7th Grade Social Studies, students study United States History from the beginnings of the Civil War, to the American Industrial Revolution, to the causes of World War I.

[Social Studies 7 Web Page](#)

## Social Studies 8

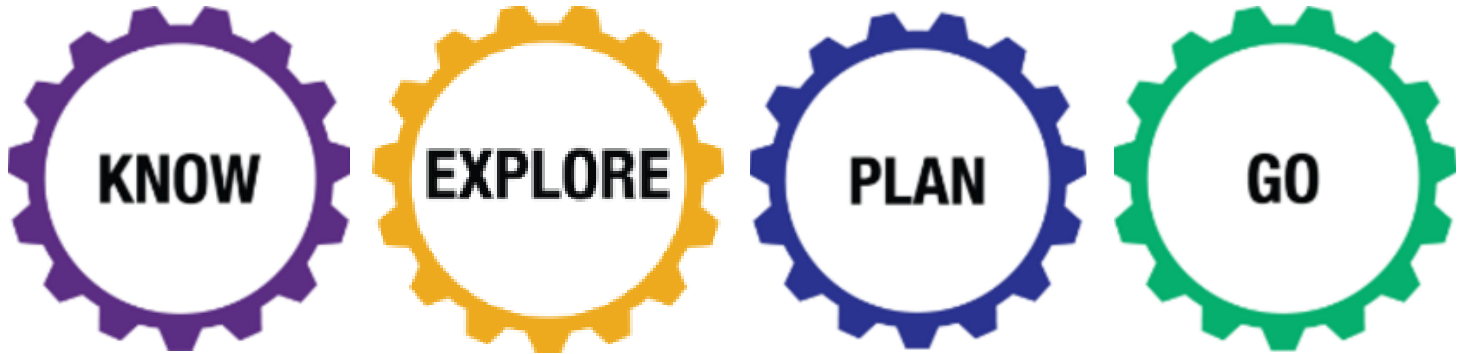
Teacher: Emily Timm

GRADE: 8 LENGTH: One Semester

In this class students will explore World History from medieval times to the modern age through source analysis. 8th graders will also participate in the National History Day competition and refine research and presentation skills.

[Social Studies 8 Web Page](#)

# Course Description & Career Planning Handbook 2023-2024



**Edgar High School**



“Preparing All Students to Be College & Career Ready”

# TABLE OF CONTENTS

<u>Building Administrator’s Letter</u>	4
<u>NonDiscrimination Statement</u>	5
<b>Career Planning:</b>	
<u>Career Pathways Overview</u>	6
<u>Coursework Connection to Career Clusters</u>	7
<u>Post-secondary Opportunities</u>	7
<b>Career Clusters/Pathways</b>	
• <u>Agriculture, Food and Natural Resources</u>	8
• <u>Architecture and Construction</u>	10
• <u>Arts, A/V Technology and Communications</u>	12
• <u>Business, Management and Administration</u>	14
• <u>Education and Training</u>	16
• <u>Finance</u>	18
• <u>Government and Public Administration</u>	20
• <u>Health Science</u>	22
• <u>Hospitality and Tourism</u>	25
• <u>Human Services</u>	27
• <u>Information Technology</u>	29
• <u>Law, Public Safety, Corrections and Security</u>	31
• <u>Manufacturing</u>	33
• <u>Marketing</u>	36
• <u>STEM (Science, Technology, Engineering and Math)</u>	38
• <u>Transportation, Distribution and Logistics</u>	40
<u>Counseling Procedures</u>	42
<u>Requirements for Graduation</u>	43
<u>Academic and Career Planning at EHS</u>	44
<u>Course of Study</u>	45
<u>College Credit Options - Early College Credit/Start College Now/Dual Credit</u>	47
<u>Career Plan/Tentative Four Year Plan</u>	48
<u>Career Planning Calendar</u>	49
<u>Financial Aid and Scholarships</u>	50
<u>Post-Secondary Entrance Assessment ACT, SAT, Accuplacer, ASVAB Assessments</u>	51
<b>Entrance Requirements for:</b>	
<u>University of Wisconsin Schools</u>	52
<u>Private Universities, Out-of State Schools</u>	52
<u>Minnesota Universities Entrance Requirements</u>	52
<u>Wisconsin Technical Colleges</u>	52
<u>Military</u>	53

## **COURSE DESCRIPTIONS**

● <u>Agriculture &amp; Natural Resources</u>	54
● <u>Art</u>	56
● <u>Business Education</u>	59
● <u>Family &amp; Consumer Science</u>	61
● <u>Foreign Language</u>	63
● <u>English Language Arts</u>	64
● <u>Mathematics</u>	66
● <u>Music</u>	68
● <u>Physical Education</u>	70
● <u>Science</u>	73
● <u>Social Studies</u>	74
● <u>Technology &amp; Engineering Education</u>	76
● <u>Job Shadowing</u>	79
● <u>School to Career</u>	79
● <u>Online Learning Options</u>	82
● <u>College Credit Courses</u>	82
<u>Club Opportunities</u>	84
<u>Professional Staff</u>	85

Dear Wildcat Parents,

Your child is ready to embark on another engaging year of academic enrichment at Edgar High School. Their academic choices and decisions are essential to their success both here at Edgar High School and in the years that follow graduation. Historically, a Course Description Handbook was provided to you and your child to assist in that planning. In line with the new Academic and Career Planning initiative implemented statewide in 2017, we have renamed the Handbook, “**Course Description & Career Planning Handbook**”. Through collaboration with teaching, administrative and support staff at Edgar High School, this guide was created to give a comprehensive account and description of all courses offered at Edgar High School. Just as importantly though, this new and improved guide includes information about 16 Career Clusters and Pathways to the multitude of future careers available to your child. Under each Career Cluster you will find a description of that cluster, along with classes and activities available at EHS to help prepare your child for a future in that particular Career Cluster. Further, you will find a table aligned with each Career Cluster explaining how much training or education is expected of someone seeking a particular career within the corresponding Career Cluster. Our hope is that this guide will allow you and your child to examine the wide array of career paths that begin at EHS.

Success as an EHS student is vital to the preparation of our students as they embark on exciting post-secondary opportunities. While our students will find themselves in a variety of environments following high school, one thing is certain; there is tremendous potential to build a solid foundation for future success beyond the Edgar High School walls. At the core of the mission statement of the Edgar School District is our distinct desire to provide an environment that fosters continuous improvement with a focus on having all graduates be college and career ready!

Please take note that some of our elective courses are offered on an alternating year basis. If this situation exists it has been noted if the course will be offered in 2023-24 or 2024-25.

With that, if you have any questions regarding this handbook, scheduling or the scheduling process, please feel free to contact myself or Mrs. Doll at 715-352-2352.

*Thomas McCarty*  
Principal  
Edgar High School

## **NONDISCRIMINATION STATEMENT**

It is the policy of the Edgar School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the persons' sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination under related federal statutes, including Title IX of the Educational Amendments of 1972 (sex), Title II, Title VI and Title VII of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and the Americans with Disabilities Act of 1990. This policy also prohibits harassment.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Edgar School District.

Any questions concerning s. 118.13, Wis. Stats., of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Dr. Cari Guden  
District Administrator  
Edgar School District  
203 E. Birch Street  
Edgar, WI 54426  
(715) 352-2351

# CAREER PATHWAYS: OVERVIEW

Career Pathways provide a framework to connect rigorous and relevant learning experiences to a wide variety of opportunities after high school.

## What is a Career Pathway?

The School District of Edgar's Career Pathways align high school and postsecondary education/opportunities with the demands of an ever-changing global economy. The information provided in this guide is customized to the School District of Edgar.

Career Pathways are designed to provide a context for purposeful conversations with counselors, resource teachers and parents as students develop and revise their Academic and Career Plan over time.

## Career Pathways within the Career Clusters

There are 16 Career Clusters organized by a common theme of interest. Learning experiences from different Career Pathways often compliment others within the same Career Cluster. Thus, gaining experience in a particular cluster will help students narrow their career focus while giving them transferable skills that will serve them in other careers within the same Career Cluster.

## Connecting Career Pathways to a Student's Academic and Career Plan (ACP)

We expect every Academic and Career Plan to be as unique as each of our students. For example,

- Students passionate about pursuing a specific career can pursue opportunities aligned to a single Career Pathway
- Students can choose to blend portions of one Career Pathway with another based on their skills and interests
- All students are advised to select opportunities aligned to their preferred Career Pathway.
- Students can choose to blend portions of one Career Cluster with another based on their skills and interests.
- Students who are unsure of their long term career interests can explore opportunities in many different Programs of Study that will help them better understand themselves and the skills and knowledge needed for different careers.
- Students may also choose a liberal arts approach to their education by focusing on the course sequences in each of the core subject areas along with coursework in the humanities, fine arts and world languages. This approach defers certain aspects of career exploration to a student's postsecondary education.
- All students are advised to select opportunities for rigor (college level coursework in academic and/or technical subjects) in their areas of strength and/or interest to ensure that they continue to develop their knowledge, skills and dispositions for success each and every year.

## **Coursework Connection To Career Clusters**

The School District of Edgar has listed some recommended courses and/or learning experiences on each Career Cluster page to assist students in the Academic and Career Planning process. These courses and experiences are specifically designed to provide exposure to, and help students build related skills for the careers associated with that Career Cluster.

Recommendations for related post-secondary coursework available through Edgar High School, and local post-secondary schools are also provided for students seeking more challenging coursework. Students can access an even wider variety of college level experiences by participating in the Early College Credit Program (ECCP) through the UW System or Start College Now (SCN) program through Northcentral Technical College.

Please note that the courses listed are recommendations only and are not intended to direct students away from other areas of interest. We have not included all core academic courses needed for graduation in the Career Pathways. The coursework students take, along with the level of rigor they choose to pursue, should be informed by student interests as well as the type of education students want to pursue after high school.

## **Post-secondary Opportunities**

Students can utilize ECCP/SCN classes through local post-secondary schools such as Northcentral Technical College and the UW System. They can also choose to participate in Dual Credit courses accessible at Edgar High School taught by School District of Edgar teachers. Students can utilize recommendations within their preferred Career Clusters to guide their coursework choices and career experiences.



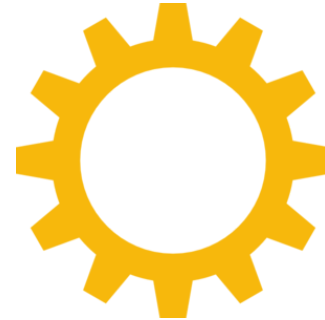
# AGRICULTURE, FOOD AND NATURAL RESOURCES

## -Locally Endorsed Pathway-

This Career Pathway prepares learners for careers in the planning, implementation, production, management, processing and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.

### Pathways Gear:

Agribusiness Systems  
 Animal Systems  
 Environmental Service Systems  
 Food Products & Processing Systems  
 Natural Resources Systems  
 Plant Systems  
 Power, Structural & Technical Systems



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Agriculture &amp; Natural Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Agriculture</li> <li><input type="checkbox"/> Power Mechanics/Tractor Restoration (DC)</li> <li><input type="checkbox"/> Wisconsin Forestry</li> <li><input type="checkbox"/> Landscaping &amp; Greenhouse Management</li> <li><input type="checkbox"/> Beginning Welding</li> </ul> <p><b>Family and Consumer Sciences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Culinary Arts</li> <li><input type="checkbox"/> Baking and Pastry Arts</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental Science</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Physics</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College: )</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Body Structure and Function (DC)</li> <li><input type="checkbox"/> Advanced Culinary Arts (DC)</li> <li><input type="checkbox"/> Advanced Welding (DC)</li> <li><input type="checkbox"/> Dairy Science/Crops and Soils (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA)

# AGRICULTURE, FOOD AND NATURAL RESOURCES

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>AGRIBUSINESS SYSTEMS</b>				
Farm and Ranch Workers	Agriculture Contact Provider	Agribusiness Management & Operations Technology Agri-Communications Farm and Ranch Business Management	Agricultural Economics Agribusiness Agricultural Education Agricultural Journalism Hospitality Restaurant and Tourism	Agricultural Economics Agriculture Leadership Education Statistics
<b>ANIMAL SYSTEMS</b>				
Animal Caretakers Feed Sales	Ag Dairy Technician Beef Quality Assurance Livestock Production Pork Quality Assurance	Animal Science Equine, Livestock, and Swine Management Veterinary Technology	Animal Science Biochemistry Livestock Systems Veterinary Science Veterinary Technologist	Animal Science (Nutrition, Genetics or Physiology Focus) Biochemistry Integrative Biomedical Sciences Veterinary Medicine
<b>ENVIRONMENTAL SERVICE SYSTEMS</b>				
Refuse and Recyclable Material Collection		Environmental Science Laboratory Science Technology	Aquatic Ecology Conservation Biology Environmental Soil Environmental Studies Habitat Management Insect Science	Entomology Natural Resource Sciences
<b>FOOD PRODUCTS &amp; PROCESSING SYSTEMS</b>				
Butchers and Meat Cutters Meat Processing Slaughter and Meat Packer	Ag Dairy Technician Commercial Plant Production Food Handlers Permit Quality Control	Agronomy Diversified Agriculture Dietary Management Food Science and Technology Quality Control	Agronomy Animal Science Food Science Hospitality, Restaurant & Tourism Management	Agronomy Animal Science (Meat Science Focus) Food Science and Technology Nutrition
<b>NATURAL SYSTEMS</b>				
		Natural Resources Systems Soil and Water Conservation Wildlife Management	Environmental Studies Grassland Ecology/Management Natural Resources Enviro. Economics Water Science	Horticulture and Forestry Natural Resources Sciences
<b>PLANT SYSTEMS</b>				
Nursery/Greenhouse Seed Sales Tree Trimmers and Pruners	Commercial Horticulture	Agronomy Commercial Horticulture Crop Production Forestry Landscape/Nursery Sport Turf Technology	Agronomy Biochemistry Diversified Ag. Studies Horticulture Plant Protection Sciences	Agriculture Agronomy Biochemistry Entomology Horticulture Horticulture and Forestry
<b>POWER, STRUCTURAL &amp; TECHNICAL SYSTEMS</b>				
Electrician Apprenticeship Plumbing Apprenticeship Welding Apprenticeship	Parts Distribution and Management Parts/Sales and Management	Agri-Technology Farm Mechanics Irrigation Technology John Deere Ag Tech Mechanized Agriculture	Agricultural Operations Mechanized Marketing, Science, & Systems Management Processing Operations	Agricultural and Biological Systems Engineering Mechanized Systems Management

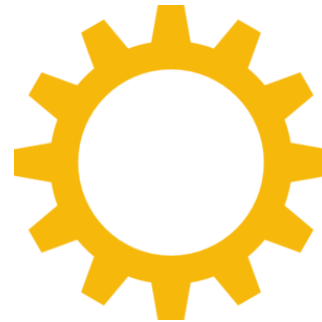
# ARCHITECTURE AND CONSTRUCTION

## -State Endorsed Pathway-

This Career Pathway prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this Career Cluster work on new structures, restorations, additions, alterations and repairs.

### Pathways Gear:

Construction  
Design/Pre-Construction  
Maintenance Operations



### SUGGESTED LEARNING EXPERIENCES

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b>  <b>Career and Technical Education Courses:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology 1</li> <li><input type="checkbox"/> Graphics Technology 2 (DC)</li> <li><input type="checkbox"/> Woods 1</li> <li><input type="checkbox"/> Woods 2 (DC)</li> <li><input type="checkbox"/> Introduction to Technology and Engineering</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b>  <b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Civil Engineering &amp; Architecture (DC)</li> <li><input type="checkbox"/> Principles of Engineering</li> </ul>
<p><b>Work-Based Learning Options</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth Apprenticeship (450 hours/year, 1-2 years)</li> <li><input type="checkbox"/> COOP/Employability Skills Certificate (90 hours, 1 semester to 1 year)</li> </ul>
<p><b>Industry Recognized Credential Options</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Level 1 SENSE/Entry Welder (American Welding Society)</li> <li><input type="checkbox"/> Autodesk AutoCAD (Autodesk Certified User)</li> <li><input type="checkbox"/> Precision Measurement Instruments (Snap-On)</li> <li><input type="checkbox"/> HVAC Support Technician</li> <li><input type="checkbox"/> Certified Production Technician (CPT) full program</li> <li><input type="checkbox"/> CPT - Safety Module (MSSC)</li> <li><input type="checkbox"/> CPT - Quality Practices &amp; Measurement Module (MSSC)</li> <li><input type="checkbox"/> CPT - Manufacturing Processes &amp; Production Module (MSSC)</li> <li><input type="checkbox"/> CPT – Maintenance Awareness (MSSC)</li> <li><input type="checkbox"/> CPT – Green Production (MSSC)</li> </ul>
<p>Start creating your professional network through <b>CAREER EXPLORATION PROGRAMS.</b> Record your experiences in XELLO.</p>	<p><u>State:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">We Build Wisconsin</a></li> <li>• <a href="#">Wisconsin Sheet Metal and Steamfitters - request for classroom speaker</a></li> <li>• <a href="#">United Brotherhood of Carpenters</a></li> <li>• <a href="#">ABC of Wisconsin</a></li> </ul> <p><u>Regional:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Wausau Area Builders Association</a></li> <li>• <a href="#">Headwaters Builders Association</a></li> <li>• <a href="#">Central Wisconsin Contractors Association</a></li> <li>• <a href="#">NorthEast Wisconsin Building &amp; Construction Trades Council</a></li> </ul>

	Local: <ul style="list-style-type: none"> <li><input type="checkbox"/> Building Our Future Event (NTC)</li> <li><input type="checkbox"/> <a href="#">Metal Maters Quest (NTC)</a></li> <li><input type="checkbox"/> <a href="#">Women in Industry (NTC)</a></li> <li><input type="checkbox"/> <a href="#">Girls Make it Real: Imagine, Design, Manufacture (NTC)</a></li> <li><input type="checkbox"/> <a href="#">Make It Real - For Our Community (NTC)</a></li> <li><input type="checkbox"/> <a href="#">Steming Innovation Summer Camp (NTC)</a></li> </ul>
--	---

**How Do I Get There?**

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE’S DEGREE	BACHELOR’S DEGREE	MASTER’S OR DOCTORAL PROFESSIONAL DEGREE
<b>CONSTRUCTION</b>				
Carpentry Iron Working Masonry	Carpentry Construction Management Electrical and Power Transmission Iron Working	Carpentry Construction Management Electrical and Power Transmission Iron Working	Construction Management	Construction Management Construction Engineering
<b>DESIGN AND PRE-CONSTRUCTION</b>				
	Interior Design Surveying Technology		Architectural Engineering Technology Civil Engineering Technology Interior Design Landscape Architecture	Architectural Engineering Technology Civil Engineering Technology Environmental Design Interior Design Landscape Architecture
<b>MAINTENANCE OPERATIONS</b>				
Electrical/Electronics Equipment, Installation and Repair Grounds-keeping Heating, Air Conditioning, and Refrigeration Technology	Electrical/Electronics Equipment, Installation and Repair Grounds-keeping Heating, Air Conditioning, and Refrigeration Technology	Electrical/Electronics Equipment, Installation and Repair Grounds-keeping Heating, Air Conditioning, and Refrigeration Technology	Industrial Engineering	

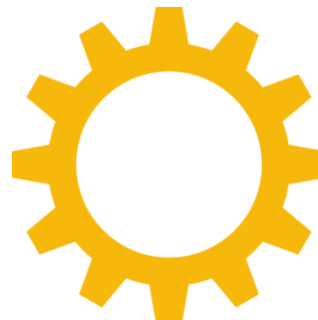
# ARTS, A/V TECHNOLOGY & COMMUNICATIONS

## -Locally Endorsed Pathway-

Individuals that work in the A/V communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. Careers include designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

### Pathways Gear:

Audio and Video Technology and Film  
 Journalism and Broadcasting  
 Performing Arts  
 Printing Technology  
 Telecommunications  
 Visual Arts



### SUGGESTED LEARNING EXPERIENCES

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art 1</li> <li><input type="checkbox"/> Art 2</li> <li><input type="checkbox"/> Art 3</li> <li><input type="checkbox"/> Painting</li> <li><input type="checkbox"/> Ceramics</li> <li><input type="checkbox"/> Sculpture</li> <li><input type="checkbox"/> Art Portfolio Workshop</li> </ul> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Business (DC)</li> </ul> <p><b>Family and Consumer Sciences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Culinary Arts</li> <li><input type="checkbox"/> Baking and Pastry Arts</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choir</li> <li><input type="checkbox"/> Band</li> <li><input type="checkbox"/> Music Appreciation</li> </ul> <p><b>Technology &amp; Engineering:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Digital Photography/Computer-Illustration (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), Jazz Band, Show Choir</p>

# ARTS, A/V TECHNOLOGY & COMMUNICATIONS

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>AUDIO &amp; VIDEO TECHNOLOGY &amp; FILM</b>				
	Audio and Recording Technology Video Production	Audio and Recording Technology Communications Technology Electronics Industrial Video Production Film/Video Technology	Design and Visual Communications Electrical Engineering Film Studies and Production Mechanical Engineering Telecommunications Management	Electronics Engineering
<b>JOURNALISM &amp; BROADCASTING</b>				
	Certification by the Society of Broadcast Engineers Radio Announcing Radio Production	Audio and Recording Technology Radio/TV Journalism Mass Media/Communications Media Arts	Advertising Broadcasting Journalism News-Editorial Visual Communication	Journalism
<b>PERFORMING ARTS</b>				
Movie and Stage Grip Usher and Ticket Taker Movie Projectionist	Musical Instrument Repair and Tuning Sound Engineering Theater Technology	Camera Operation Music Musical Instrument Repair and Tuning Sound Engineering Sound Engineering Theater Technology	Arts Administration Dance Music Stage Management Theater Arts	Music Musical Arts
<b>PRINTING TECHNOLOGY</b>				
Bookbinder and Bindery Worker Graphic and Printing Equipment Operator	Desktop Publishing Digital Publishing Graphic Communication Offset Publishing Web Page Design	Electronic Imaging and Graphics Graphic Design Media Arts Printing Technology Visual Publications	Computer Graphics Graphic Design Industrial Design Printing Management Visual Communication and Design	
<b>TELECOMMUNICATIONS</b>				
	Electronics Technology	Computer and Information Sciences Computer Systems Analysis Electronics Technology in Telecommunications Information Technology	Computer Networking and Telecommunications Electronics Engineering Operations Technology Telecommunications Management	Electronics Engineering Information Technology Telecommunications Engineering
<b>VISUAL ARTS</b>				
Photograph Processing Worker	Commercial Art Digital Publishing Graphic Art Multimedia Photography	Commercial Art Graphic Design Interior Design Media Arts Visual Publications	Art History Fashion Design Game Design & Development Graphic Design & Interactive Media Interior Design Industrial Design Art Education Fine Arts	Art History Studio Arts Design

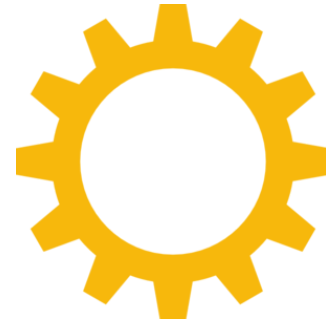
# BUSINESS, MANAGEMENT & ADMINISTRATION

## -Locally Endorsed Pathway-

The Business, Management and Administration Career Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

### Pathways Gear:

Administrative Services  
 Business Information Management  
 Human Resources Management  
 Management  
 Operations Management



### SUGGESTED LEARNING EXPERIENCES

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Entrepreneurship</li> </ul> <p><b>Technology &amp; Engineering:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics I</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting 1 (DC)</li> <li><input type="checkbox"/> Accounting 2 (DC)</li> <li><input type="checkbox"/> Calculus (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Marketing (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Pre-Calculus (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA)</p>

# BUSINESS, MANAGEMENT & ADMINISTRATION

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>ADMINISTRATIVE SERVICES</b>				
Administrative Assistant Computer Operator Customer Service Data Entry Specialist	Court Reporting Information Processing Legal or Medical Information Technology Office Administration	Court Reporting Information Processing Legal or Medical Information Technology Office Administration	Information Systems Information Technology Management	
<b>BUSINESS INFORMATION MANAGEMENT</b>				
	Business Administration Information Technology Office Technology	Business Administration Information Technology Office Technology	Business Administration Information Systems Information Technology Management	Business Administration Information Technology
<b>HUMAN RESOURCES MANAGEMENT</b>				
Human Resources Clerk	Business Administration	Business Administration	Human Resources Management	Business Administration
<b>MANAGEMENT</b>				
	Certified Government Auditing Professional Certified Professional Consultant	Agribusiness Business Administration Marketing	Business Administration Entrepreneurship Marketing Finance Hospital Management International Business	Business Administration Management
<b>OPERATIONS MANAGEMENT</b>				
	Business Administration Retail Management	Agribusiness Business Administration	Business Administration Marketing Operations Management	Business Administration

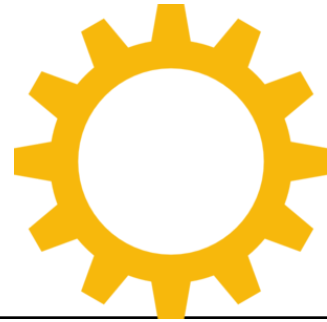


# EDUCATION AND TRAINING

## -Locally Endorsed Pathway-

This Program of Study prepares learners for careers in planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

**Pathways Gear:**  
 Administration & Administrative Support  
 Professional Support Services  
 Teaching/Training



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art I</li> <li><input type="checkbox"/> Art 2</li> </ul> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>Other Course Recommendations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Those aligned with education field of interest</li> <li><input type="checkbox"/> Co-op through School-to-Career</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital Photography (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS)</p>

# EDUCATION & TRAINING

## How Do I Get There?

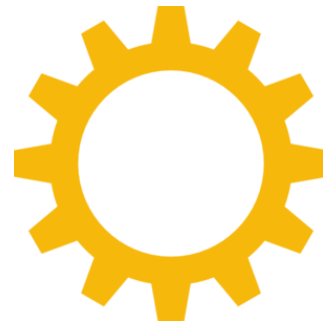
HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>ADMINISTRATION &amp; ADMINISTRATIVE SUPPORT</b>				
				Educational Administration Educational Studies Business Administration Administration and Supervision
<b>PROFESSIONAL SUPPORT SERVICES</b>				
	Personal Trainer	Library Technical Assistant	Speech-Language Pathology Social Work Information Science and Technology Special Education and Communication Disorders	Educational Psychology Human Services Instructional Technology School Psychology School Counseling Social Work
<b>TEACHING/TRAINING</b>				
Child Care Worker Coach of Community-based Sports Leagues	Early Childhood Education Assistant Coaching	Early Childhood Education Sign Language Interpreting Education Paraprofessional	Early Childhood Education Elementary Education Middle Level Education Secondary Education Special Education Athletic Trainer	Curriculum and Instruction Education Teaching, Curriculum and Learning Leadership Education Leadership Studies

# FINANCE

## -Locally Endorsed Pathway-

This Program of Study prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

**Pathways Gear:**  
 Accounting  
 Banking Services  
 Business Finance  
 Insurance  
 Securities and Investments



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial Planning</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting I (DC)</li> <li><input type="checkbox"/> Accounting 2 (DC)</li> <li><input type="checkbox"/> Calculus (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Marketing (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Pre - Calculus (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), Math League, National Honor Society(NHS)</p>

# FINANCE

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>ACCOUNTING</b>				
Accounting Clerk Bookkeeping Clerk	Business Administration	Business Administration		
<b>BANKING SERVICES</b>				
Bank Teller Commodity Banker		Business Administration	Banking and Finance Business Administration Auditor	Banking and Finance Business Administration
<b>BUSINESS FINANCE</b>				
		Business Administration International Business Trade and Finance	Business Administration Economics	Accounting and Finance
<b>INSURANCE</b>				
Customer Service Agent Processing Clerk	Tax Preparation	Business Administration Property and Casualty Insurance	Mathematics Statistics	Actuarial Science
<b>SECURITIES AND INVESTMENTS</b>				
Payroll Clerk	Certified Financial Analyst Certified Financial Planner	Agribusiness Business Administration Court Reporting Information Technology Office Administration Office Technology	Accounting Business Administration Finance	Business Administration Management

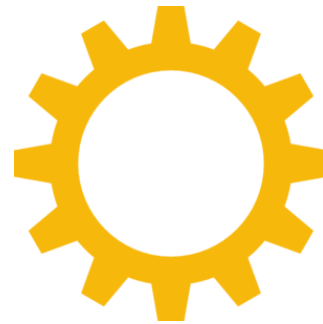
# GOVERNMENT & PUBLIC ADMINISTRATION

## -Locally Endorsed Pathway-

This Program of Study prepares learners for working with people in business, management, and administration. Workers in this career cluster often provide support necessary to help a business or government agency run effectively. Employees may train new employees, engage in public speaking activities, or provide overall direction for a company or department in relation to public policies, laws and rules.

### Pathways Gear:

Foreign Services  
 Governance  
 National Security  
 Planning  
 Public Management and Administration  
 Regulation  
 Revenue and Taxation



### SUGGESTED LEARNING EXPERIENCES

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Foreign Language:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish III</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accounting I (DC)</li> <li><input type="checkbox"/> Accounting 2 (DC)</li> <li><input type="checkbox"/> Calculus (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Marketing (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Pre - Calculus (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS), Student Council</p>

# GOVERNMENT AND PUBLIC ADMINISTRATION

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>FOREIGN SERVICE</b>				
			International Studies Sociology Geography and History International Business Economics Statistics	Survey, Research and Methodology Sociology Economics Statistics
<b>GOVERNANCE</b>				
			Political Science Geography Economics Statistics	Political Science Geography Economics Statistics Research and Methodology
<b>NATIONAL SECURITY</b>				
			Military Science Psychology Electrical or Computer Engineering Foreign Language	Survey, Research and Methodology
<b>PLANNING</b>				
			Economics Geography Engineering	Community and Regional Planning Economics Architecture Geography Survey, Research and Methodology
<b>PUBLIC MANAGEMENT AND ADMINISTRATION</b>				
			Actuarial Science Management Business Administration Economics Statistics	Public Administration Survey, Research and Methodology Actuarial Science Management Economics Statistics
<b>REGULATION</b>				
			Food Science and Technology International Business Economics Statistics	Survey, Research and Methodology Food Science and Technology Economics Statistics
<b>REVENUE AND TAXATION</b>				
			Accounting Economics Finance Actuarial Science Statistics	Accounting Economics Finance Actuarial Science Family Financial Planning Research and Methodology

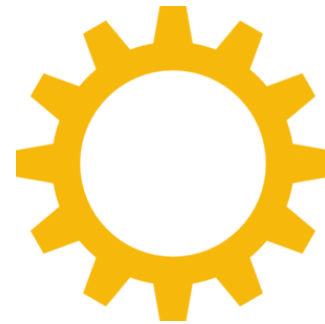
# HEALTH SCIENCE/Patient Care

## **-State Endorsed Pathway-**

This Program of Study connects individuals to a large variety of health care areas characterized by diversity and changing technologies. Health Science careers include planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Pathways Gear:**

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Career and Technical Education Courses:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Body Structure and Function (DC)</li> </ul> <p><b>OTHER RECOMMENDED COURSES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medical Terminology (DC) 11-12</li> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Body Structure and Function (DC)</li> <li><input type="checkbox"/> Certified Nursing Assistant (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Medical Terminology (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> </ul> <p><b>Start College Now:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Certified Nursing Assistant (DC)</li> <li><input type="checkbox"/> Medical Assistant Academy , NTC</li> </ul>
<b>Work-Based Learning Options</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth Apprenticeship (450 hours/year, 1-2 years)</li> <li><input type="checkbox"/> COOP/Employability Skills Certificate (90 hours, 1 semester to 1 year)</li> </ul>

<p><b>Industry Recognized Credential Options</b></p>	<p>General:</p> <ul style="list-style-type: none"> <li>• CPR/AED and First Aid</li> <li>• Certified Nursing Assistant *</li> </ul> <p>Direct Care:</p> <ul style="list-style-type: none"> <li>• Medication Aide/Assistant* (<a href="#">DHS</a>)</li> <li>• Feeding Assistant* (<a href="#">DHS</a>)</li> <li>• Emergency Medical Responder* (<a href="#">NREMT</a>)</li> <li>• Emergency Medical Technician* (<a href="#">NREMT</a>)</li> <li>• Pharmacy Technician* (<a href="#">PTCB</a>)</li> </ul> <p>Nursing:</p> <ul style="list-style-type: none"> <li>• Medication Aide/Assistant* (<a href="#">DHS</a>)</li> </ul> <p>Diagnostic Services</p> <ul style="list-style-type: none"> <li>• Phlebotomy Technician* (<a href="#">ASCP</a>)</li> <li>• IV Technician* (<a href="#">ASCP</a>)</li> <li>• EKG Technician* (<a href="#">NHA</a>)</li> </ul>
<p>Start creating your professional network through <b>CAREER EXPLORATION PROGRAMS</b>. Record your experiences in XELLO.</p>	<p><u>State:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Wisconsin AHEC</a></li> <li>• Inspire contacts in Xello platform</li> </ul> <p><u>Regional:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Marshfield Clinic HS Health Career Camp</a></li> <li>• <a href="#">Marshfield Clinic HS Career Exploration Event</a></li> <li>• <a href="#">Live from the Heart (Nicolet College)</a></li> </ul> <p><u>Local:</u></p> <ul style="list-style-type: none"> <li>• Edgar Fire Department First Aid Crash Experience</li> </ul>



# HEALTH SCIENCE

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>BIOTECHNOLOGY RESEARCH AND DEVELOPMENT</b>				
	Quality Assurance Technician Quality Control Technician	Clinical Laboratory Medical Laboratory Technician (CLT) Technician (MLT)	Biochemistry Immunology Medical Technology Microbiology Neuroscience	Anatomy Biochemistry Oncology Biology Virology Epidemiology
<b>DIAGNOSTIC SERVICES</b>				
Clinical Rotation	Electrocardiograph Technology Nuclear Medical Technology Radiology Technologist	Cardiovascular Technology Medical Laboratory Assisting Nuclear Medical Technology	Biology Medical Imaging Technology Medical Laboratory Science Nutrition	Cardiovascular Technology Diagnostic Radiology Medical Laboratory Science Nuclear Medicine
<b>HEALTH INFOMATICS</b>				
Coding Experience Data Entry Community Service	Health Records Technology Medical Assisting Medical Librarian Medical Transcription	Health Information Technology Medical Coding Medical Office Services	Community Health Health Care Administration Health Education	Health Care Administration Library Science Nursing Administration Public Health
<b>SUPPORT SERVICES</b>				
Central Services Assistant Dietary Manager Electrical/Electronic Equipment Repair	Dietary Management Electrical/Electronic Equipment Repair Medical Office Management	Dietary Management Medical Office Management Registered Dietetic Technician	Biomedical Technology Environmental Health & Safety Prosthetic Therapies	Environmental Health Sciences Industrial/Operations Engineering Public Health
<b>THERAPEUTIC SERVICES</b>				
Clinical Rotation Dental Assisting Health Aide Medical Assistant	Certified Nurses Aide Dental Assisting Licensed Practical Nurse Massage Therapy	Dental Hygiene Licensed Practical Nursing Pre-Medicine Surgical Technology	Athletic Training/Exercise Science Dietetics Pre-Medicine Recreational Therapy	Clinical Nutrition Dentistry Medicine Nurse Anesthetist Pharmaceutical Services

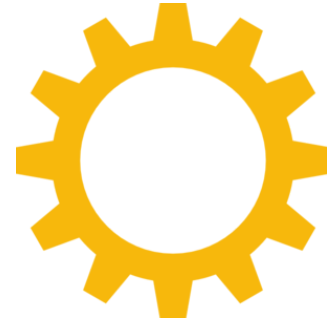
# HOSPITALITY AND TOURISM

## **-Locally Endorsed Pathway-**

This Program of Study prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services. Hospitality operations are located in communities throughout the world..

### **Pathways Gear:**

Lodging  
 Recreation, Amusements, and Attractions  
 Restaurant and Food/Beverage Services  
 Travel and Tourism



### **SUGGESTED LEARNING EXPERIENCES**

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Family and Consumer Sciences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Culinary Arts</li> <li><input type="checkbox"/> Baking and Pastry Arts</li> <li><input type="checkbox"/> ProStart</li> </ul> <p><b>Foreign Language:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish III</li> </ul> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced Culinary Arts(DC)</li> <li><input type="checkbox"/> Graphics II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS), Student Council</p>

# HOSPITALITY AND TOURISM

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>LODGING</b>				
Bell Captain Guest Room Attendant Reservationist	Hotel Management	Hotel Management	Business Administration Lodging Management Sales and Marketing	
<b>RECREATION, AMUSEMENTS &amp; ATTRACTIONS</b>				
Museums/Zoo/ Aquarium Docent Resort Instructor Theme Parks Retail Manager			Business Administration Management Recreation, Fitness and Leisure Studies Sports and Fitness Management	Business Administration
<b>RESTAURANT AND FOOD/BEVERAGE SERVICES</b>				
Cook Dishwasher Wait Staff	Culinary Arts and Management Dietary Management Food Services/Hospitality Food Service Management		Food Service/Hospitality Food Service Management Hospitality Management Restaurant and Food Service Administration Travel and Tourism	Restaurant/Food Service Administration
<b>TRAVEL AND TOURISM</b>				
Event Planner Ticket Agent Tour Guide Travel Agent	Business Administration Travel and Tourism	Business Administration Sales and Marketing Travel and Tourism	Business Administration Marketing Operations Management	Business Administration

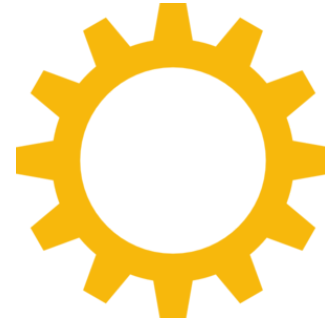
# HUMAN SERVICES

## -Locally Endorsed Pathway-

This Program of Study prepares individuals for employment in career pathways related to families and human needs. This includes preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services

**Pathways Gear:**

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Family and Consumer Sciences:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Culinary Arts</li> <li><input type="checkbox"/> Baking and Pastry Arts</li> <li><input type="checkbox"/> ProStart</li> </ul> <p><b>Foreign Language:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish III</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced Culinary Arts (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS)</p>

# HUMAN SERVICES

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>CONSUMER SERVICES</b>				
Call Center Customer Service	Certified Financial Planner Wellness		Family Science Family Financial Management Human Services Business Administration	Family Science Human Services Business Administration
<b>COUNSELING &amp; MENTAL HEALTH SERVICE</b>				
		Human Services Chemical Dependency Counselor	Human Services Psychology Social Work Human and Social Services Administration	Marriage and Family Therapy Psychology Social Work Community Counseling
<b>EARLY CHILDHOOD DEVELOPMENT &amp; SERVICES</b>				
	Nanny Parenting	Early Childhood Education	Family Science Special Education and Communication Disorders	Child Development Early Childhood Education Special Education and Communication Disorders
<b>FAMILY &amp; COMMUNITY SERVICES</b>				
	Para-educator Family Life Specialist Spirituality Biblical Studies	Human Services Theology	Human Services Psychology Nutrition, Fitness and Health Promotion Gerontology Family Science Social Work	Family Science Psychology Social Work Human Services
<b>PERSONAL CARE SERVICES</b>				
	Barbering Cosmetology Nail Technology Esthetics Massage Therapy	Mortuary Science Cosmetology	Pre-Mortuary Sciences	

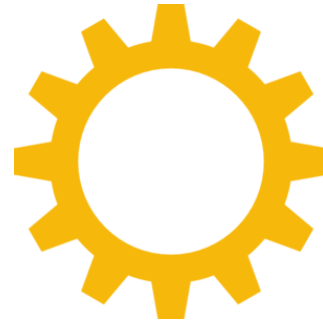
# INFORMATION TECHNOLOGY

## -Locally Endorsed Pathway-

This Program of Study involves the design, development, support and management of hardware, software, multimedia and systems integration services. In addition to career in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Anyone preparing for an IT career should have a solid grounding in math and science.

**Pathways Gear:**

- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physics</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital Photography (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS)</p>

# INFORMATION TECHNOLOGY

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>INFORMATION SUPPORT AND SERVICES</b>				
Help Desk Assistant	Electronics Technology Information Technology Microsoft Certified Database Administrator Specialist Oracle Certified Professional Cyber Security Specialist Information Security Engineer	Helpdesk/ Microcomputer Support Information Technology Computer Information Systems Database Support Technical Support	Computer Information Systems Management Information Systems Mass Communication/ Media Studies Web/Multimedia Management	Computer Information Systems Computer Science Management Information Systems
<b>NETWORKING AND CLOUD</b>				
	Cisco Training Electronics Technology Information Technology Network Engineer Technical Support Specialist Technology Solutions Engineer	Computer and Information Sciences Computer Technology Electronics Technology Information Technology Networking Technology	Computer Science Computer Engineering Computer Systems Analysis Management Information Systems Telecommunications Management	Computer Science Computer Engineering Information Technology Telecommunications Engineering
<b>PROGRAMMING AND SOFTWARE DEVELOPMENT</b>				
App Developer	Information Technology Computer Programming	Computer Programming Computer Programming Technology Computer Information Technology	Computer Information Systems Computer Programming Computer Software Engineering Computer Science Management Info Systems	Computer Programming Computer Science Information Resources Management Information Technology System Administration
<b>WEB AND DIGITAL COMMUNICATIONS</b>				
Web Designer	Animation Information Technology Multimedia Certified Professional Webmaster	Electronic Imaging Information Technology Interactive Media Media Arts Web Development and Support	Commercial Art Computer and Information Sciences Design and Visual Communication Multimedia Communication	Computer Science

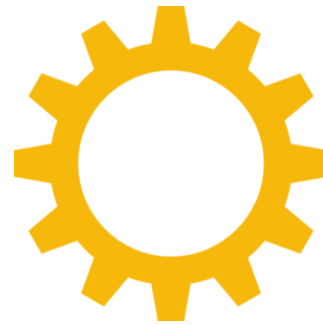
# LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

## **-Locally Endorsed Pathway-**

This Program of Study helps prepare learners for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

### **Pathways Gear:**

Correction Services  
 Emergency and Fire Management Services  
 Law Enforcement Services  
 Legal Services  
 Security and Protective Services



### **SUGGESTED LEARNING EXPERIENCES**

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Physics</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS)</p>



# LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>CORRECTION SERVICES</b>				
Correctional Officer Security Officer	Criminal Justice	Criminal Justice Corrections Option Parole Option Probations Option	Human Services Criminal Justice Social Work Pre-Law	Law and Legal Services Criminal Justice
<b>EMERGENCY AND FIRE MANAGEMENT SERVICES</b>				
Police, Fire and Ambulance Dispatch Volunteer Fire Fighting	Emergency Medical Technician (EMT) Basic/ Intermediate/ Paramedic Emergency Management Fire Science Technology Hazardous Materials Technician	Emergency Medical Technician (EMT) Fire Protection Fire Science Technology	Emergency Medical Services	
<b>LAW ENFORCEMENT SERVICES</b>				
Animal Control Parking Enforcement	Criminal Justice	Criminal Justice Law Enforcement Law Enforcement	Criminal Justice	Criminal Justice
<b>LEGAL SERVICES</b>				
	Paralegal Studies	Administrative Assistant - Legal Paralegal/ Legal Assistant Criminal Justice - Court Emphasis	Paralegal Studies Pre-Law/ Legal Studies Criminal Justice	Law and Legal Studies Criminal Justice
<b>SECURITY AND PROTECTIVE SERVICES</b>				
		Criminal Justice - Law Enforcement Law Enforcement	Criminal Justice Law and Legal Studies	Criminal Justice

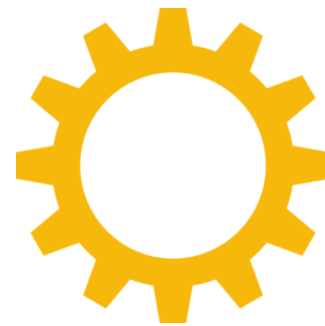
# MANUFACTURING

## -State Endorsed Pathway-

This Program of Study prepares and focuses on planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**Pathways Gear:**

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance



### SUGGESTED LEARNING EXPERIENCES

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Career and Technical Education Courses:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Technology &amp; Engineering</li> <li><input type="checkbox"/> Principles of Engineering (DC)</li> </ul> <p><b>Other Recommended Courses:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology 1</li> <li><input type="checkbox"/> Graphics Technology 2 (DC)</li> <li><input type="checkbox"/> Comparative Government</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpreting Engineering Drawing</li> </ul> <p><b>Start College Now:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Welding Academy, NTC</li> <li><input type="checkbox"/> Machine Tool Academy, NTC</li> </ul> <p><b>Early College Credit Program/Metal Masters Quest Program:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engineering Drawing for Machine Trades Apprentices (1 credit), NTC</li> <li><input type="checkbox"/> Mathematics for Machine Tool Trade (1 credit)</li> </ul>
<b>Work-Based Learning Options</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth Apprenticeship (450 hours/year, 1-2 years)</li> <li><input type="checkbox"/> COOP/Employability Skills Certificate (90 hours, 1 semester to 1 year)</li> </ul>

<p><b>Industry Recognized Credential Options</b></p>	<p>General:</p> <ul style="list-style-type: none"> <li>• <a href="#">GMAW (Gas Metal Arc Welding) Technical Diploma</a></li> <li>• <a href="#">OSHA -10</a></li> </ul> <p>Production:</p> <ul style="list-style-type: none"> <li>• <a href="#">Certified Production Technician 4.0</a></li> <li>• <a href="#">Forklift Certification</a></li> </ul> <p>Engineering and Design:</p> <ul style="list-style-type: none"> <li>• <a href="#">Basic Wood Manufacturing Certificate</a></li> <li>• <a href="#">Applied Manufacturing and Design Concepts Certificate</a></li> <li>• <a href="#">CNC Router Certificate</a></li> <li>• <a href="#">Industrial Laser Operator-Welding Certificate</a></li> <li>• <a href="#">Lean Manufacturing Leadership Certificate</a></li> <li>• <a href="#">Manufacturing Fundamentals Certificate</a></li> <li>• <a href="#">Metal Forming Certificate</a></li> <li>• <a href="#">Plastics Injection Molding Technician</a></li> </ul> <p>Industry 4.0</p> <ul style="list-style-type: none"> <li>• <a href="#">Automation - Control and Communication Certificate</a></li> </ul> <p>Electro-Mechanical</p> <ul style="list-style-type: none"> <li>• <a href="#">Electrical Maintenance Certificate</a></li> </ul> <p>Supply Chain</p> <ul style="list-style-type: none"> <li>• <a href="#">Materials Specialist Certificate</a></li> <li>• <a href="#">Production Planner Certificate</a></li> <li>• <a href="#">Service Sector Supply Chain Management</a></li> <li>• <a href="#">Logistics Certificate</a></li> <li>• <a href="#">Purchasing Agent/Buyer Certificate</a></li> <li>• <a href="#">Supply Chain Operations Effectiveness Certificate</a></li> </ul>
<p>Start creating your professional network through <b>CAREER EXPLORATION PROGRAMS</b>. Record your experiences in XELLO.</p>	<p><u>State:</u></p> <ul style="list-style-type: none"> <li>• Inspire contacts in Xello platform</li> </ul> <p><u>Regional:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Heavy Metal Tour (NTC)</a></li> <li>• <a href="#">CWIMMA Welding and Machine Tool Contest</a></li> <li>• <a href="#">The Branch Academy (NTC)</a></li> </ul> <p><u>Local:</u></p> <ul style="list-style-type: none"> <li>• Wildcat FAB</li> </ul>

# MANUFACTURING

## How Do I Get There?

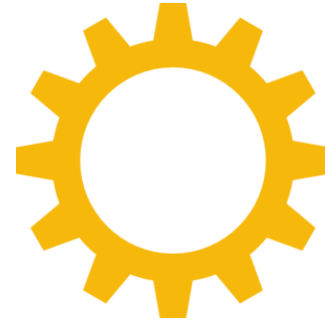
HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>HEALTH, SAFETY AND ENVIRONMENTAL ASSURANCE</b>				
	Occupational Safety and Health	Environmental Engineering Technology Environmental Studies Occupational Safety and Health	Environmental Engineering Environmental Studies Occupational Safety and Health	Environmental Biology Environmental Studies Occupational Safety and Health
<b>LOGISTICS AND INVENTORY CONTROL</b>				
Heavy Equipment Operation Industrial Truck and Tractor Operation Material Handling	Truck Driving	Logistics and Materials Management Industrial Truck and Tractor Operation Transportation, Distribution and Logistics	Logistics and Materials Management Industrial Truck and Tractor Operation Transportation, Distribution and Logistics	Logistics and Materials Management
<b>MAINTENANCE, INSTALLATION AND REPAIR</b>				
Business Machine Technology Custodial Services Electronics Technology	Computer Installation and Repair Electronics Technology Industrial Mechanics	Diesel Technology Manufacturing Technology Mechanical Engineering Technology Industrial Technology	Biomedical Technology Manufacturing Technology Mechanical Engineering Technology	
<b>MANUFACTURING PRODUCTION PROCESS DEVELOPMENT</b>				
Construction Trades	Construction Trades	Architectural Engineering Technology Automotive Engineering Technology Drafting & Design Technology	Architectural Engineering Civil Engineering Computer Engineering	Architecture Civil Engineering Construction Management and Inspection Transportation and Highway Engineering
<b>PRODUCTION</b>				
Iron Working Precision Production Upholstering and Leather Working Woodworking	Iron Working Precision Production Upholstering and Leather Working Welding	Building Construction Electrical and Electronics Engineering Technology Iron Working	Computational Mathematics Electrical and Electronics Engineering Technology Operations Management	Computational Mathematics Operations Management
<b>QUALITY ASSURANCE</b>				
	Quality Control Technology	Occupational Safety and Health Quality Control Technology	Occupational Safety and Health Quality Control Technology	Occupational Safety and Health

# MARKETING

## -Locally Endorsed Pathway-

This Program of Study prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives. These include areas such as brand management, professional sales, merchandising, marketing communications and market research.

**Pathways Gear:**  
 Marketing Communications  
 Marketing Management  
 Marketing Research  
 Merchandising  
 Professional Sales



### Suggested Learning Experiences:

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Business:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Entrepreneurship</li> </ul> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital Photography (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Introduction to Psychology (DC)</li> <li><input type="checkbox"/> Introduction to Sociology (DC)</li> <li><input type="checkbox"/> Marketing (DC)</li> <li><input type="checkbox"/> Oral Communicaiton (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Annual Staff, Art Club, Edgar Theatre Company (ETC), Forensics, Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), National Honor Society(NHS)</p>

# MARKETING

## How Do I Get There?

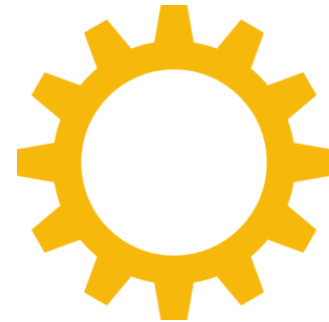
HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>MARKETING COMMUNICATIONS</b>				
	Practitioners Public Relations Public Relations Society of America	Business Marketing Small Business Management	Business Administration Communication Management Marketing Public Relations	Master of Business Administration Master of Marketing
<b>MARKETING MANAGEMENT</b>				
Industry and Trade Association Programs Conferences Seminars		Business Administration Entrepreneurship Management Marketing Small Business Management	Business Administration Management Marketing	Master of Business Administration Master of Marketing
<b>MARKETING RESEARCH</b>				
	Product Vendors Professional and Technical Organizations Software Firms	Business Continued Education for Rapid Technological Advances Marketing	Business Administration Economics Information Science Information Systems Management Marketing	Master of Business Administration Master of Marketing
<b>MERCHANDISING</b>				
		Business Administration Business Marketing Merchandising Sales Customer Service Small Business Management	Business Administration Management	Master of Business Administration
<b>PROFESSIONAL SELLING</b>				
	Management	Business Business Administration Customer Service Marketing Retail Management Sales Small Business Management	Business Administration Management Marketing	Master of Business Administration Master of Marketing

# STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH)

## -Locally Endorsed Pathway-

This Program of Study prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

**Pathways Gear:**  
Engineering & Technology  
Science & Math



### Suggested Learning Experiences:

<p><b>Recommended Courses</b></p>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Civil Engineering and Architecture (DC)</li> <li><input type="checkbox"/> Woods I</li> <li><input type="checkbox"/> Principles of Engineering (DC)</li> <li><input type="checkbox"/> Introduction to Technology and Engineering</li> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Physics</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Body Structure and Function (DC)</li> <li><input type="checkbox"/> Graphics Technology II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Oral Communication (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Woods II (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<p><b>Student Organizations</b></p>	<p>Art Club, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), National Honor Society(NHS)</p>

## STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH)

### How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>SCIENCE AND MATHEMATICS</b>				
		Biology Chemistry Laboratory Science Technology Medical Laboratory Technology	Chemistry Economics Mathematics Molecular Biology Physics	Biochemistry Biological Sciences Chemistry Physics and Astronomy Statistics
<b>ENGINEERING AND TECHNOLOGY</b>				
	Industrial Technology	Architectural Design Technology Civil Engineering Technology Industrial Technology Surveying and Computer Aided Drafting (CAD)	Agricultural Engineering Biological Systems Engineering Chemical Engineering Construction Engineering Technology Industrial Engineering	Agricultural and Biological Systems Architectural Engineering Chemical Engineering Civil Engineering Mechanical Engineering



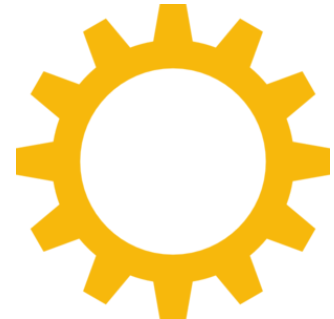
# TRANSPORTATION, DISTRIBUTION AND LOGISTICS

## -Locally Endorsed Pathway-

This Program of Study prepares learners for careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

**Pathways Gear:**

- Facility and Mobile Equipment Maintenance
- Health, Safety and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation System Infrastructure Planning Management & Regulations
- Warehousing and Distribution Center Operations



**Suggested Learning Experiences:**

<b>Recommended Courses</b>	<p><b>HIGH SCHOOL COURSES:</b></p> <p><b>Engineering and Technology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Civil Engineering and Architecture (DC)</li> <li><input type="checkbox"/> Principles of Engineering (DC)</li> <li><input type="checkbox"/> Woods 1</li> <li><input type="checkbox"/> Graphics Technology I</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physics</li> </ul> <p><b>COLLEGE COURSES AVAILABLE AT EHS:</b></p> <p><b>Northcentral Technical College:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Graphics II (DC)</li> <li><input type="checkbox"/> Introduction to Business (DC)</li> <li><input type="checkbox"/> Marketing (DC)</li> <li><input type="checkbox"/> Oral Communicaiton (DC)</li> <li><input type="checkbox"/> Statistics (DC)</li> <li><input type="checkbox"/> Woods II (DC)</li> <li><input type="checkbox"/> Written Communication (DC)</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ENGL 101 - College Freshmen English (DC)</li> <li><input type="checkbox"/> ENGL 202 - College Sophomore English (DC)</li> </ul>
<b>Student Organizations</b>	<p>Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), Future Farmers of America (FFA), National Honor Society(NHS), Student Council</p>

# TRANSPORTATION, DISTRIBUTION AND LOGISTICS

## How Do I Get There?

HIGH SCHOOL DIPLOMA, ON-THE-JOB TRAINING	CERTIFICATE LICENSE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S OR DOCTORAL PROFESSIONAL DEGREE
<b>FACILITY &amp; MOBILE EQUIPMENT MAINTENANCE</b>				
Auto Body Repair Automotive and Diesel Technology	Auto Body Repair Auto Mechanics Aviation Airframe Maintenance Industrial Maintenance Electronics	Aeronautical and Aerospace Engineering Technology Automotive Technology Aviation Airframe Maintenance Electronic Technology	Engineering Industrial Engineering Mechanical Engineering	Industrial and Management Systems Engineering Mechanical Engineering
<b>HEALTH, SAFETY &amp; ENVIRONMENTAL MANAGEMENT</b>				
		Environmental Engineering Technology	Engineering Physics Environmental Engineer Environmental Science Environmental Studies Industrial Engineering	Environmental Engineering Environmental Science Environmental Studies
<b>LOGISTICS PLANNING &amp; MANAGEMENT SERVICES</b>				
	Business	Business Administration Industrial Technology Logistics and Materials Management	Business Administration Industrial Distribution Industrial Technology Management Technology Operations Management Logistics and Material Management	Engineering Management Industrial and Management Systems Engineering Operations Management
<b>SALES AND SERVICE</b>				
Cashier Customer Service Travel Agent	Desktop Publishing Entrepreneurship Parts, Sales and Management Travel Services	Business Marketing Marketing Management Parts, Sales and Management	Advertising Business Marketing	Advertising Business Marketing
<b>TRANSPORTATION OPERATIONS</b>				
Taxi Driving Locomotive Engineering Bus Driving Truck Driving	Air Traffic Control CDL Driver Training Class Commercial Pilot and Flight Crew Training Vehicle and Equipment Operations	Air Traffic Control Commercial Pilot and Flight Crew Training	Air Traffic Control	
<b>TRANSPORTATION SYSTEMS, INFRASTRUCTURE, PLANNING, MANAGEMENT &amp; REGULATION</b>				
		Civil Engineering Surveying and CAD	Aviation Systems Management Civil Engineering Maritime Studies Naval Architecture and Marine Engineering	Civil Engineering Engineering Management Naval Architecture and Marine Engineering
<b>WAREHOUSING &amp; DISTRIBUTION CENTER OPERATIONS</b>				
Shipping and Receiving Storage and Distribution	CDL Driver Training Class A, B Forklift Training	Business Logistics and Materials Management Warehouse Management	Business Logistics and Material Management	Logistics and Material Management

# COUNSELING PROCEDURES

This course description handbook has been prepared to assist you in planning your educational program for the next school year. Please study the entire book before making decisions on courses you plan to request. **It is your responsibility to select the courses that will meet Edgar High School graduation requirements and that will best meet your needs based on your interests, aptitudes, abilities, and future plans.**

Teachers, counselors, and parents will help you in your selections. Before making your decision you will want to consider the following:

1. **Know what the requirements are for graduation from Edgar High School.** Are you meeting these in your planning? This is your responsibility.
2. Before selecting a course, read the course description. Do you have the proper prerequisites for each selected course? Read the post-secondary planning guide and look at your Career Cluster(s) of interest located in this guide. Are you taking the courses to meet your future plans?
3. If you are in doubt about credits for graduation, four-year college, technical college, apprenticeship or vocational requirements, see your counselor for help.
4. Plan ahead – not just for next year, but also for the entire high school career and for your future educational plans. Keep your options open by taking challenging courses.
5. Selecting a course does not guarantee that you will actually be scheduled into that course. Every effort will be made to honor a student's request, but it is impossible to honor all requests. When conflicts occur, your counselor will help you make alternate choices.
6. Student requests for class changes must be completed by the third day of the semester in which the change will take place.

Please take advantage of the many resources available to you – these include your parents, teachers, counselor, school to career coordinator, and others - in planning your best possible schedule.

*Mrs. Doll*  
*HS Counselor*

# REQUIREMENTS FOR GRADUATION

29 credits are required for graduation. **It is the student's responsibility to complete all graduation requirements** and to consult the course description handbook for specific requirements in each department.

All Edgar High School students must adhere to the following regulations in order to be eligible for a diploma:

- 1) Required credits include:
  - 4 credits of English
  - 3 credits of Social Studies
  - 3 credits of Math
  - 3 credits of Science
  - 1.5 credits of Phy. Ed.
  - .25 credit of Computers
  - .5 credit of Health (Health 9)
  - .5 credit of Consumer Economics (.25 Employability Skills, .25 Personal Finance)
  - .25 credit for completion of Portfolio Process during senior year
- 2) The minimum class load for all students during all semesters is four.
- 3) Each course may be taken only once for credit.
- 4) Portfolio completion is a graduation requirement.

## EHS Grading System:

A+	4.0	C	2.0
A	4.0	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.0
B	3.0	D-	.67
B-	2.67	F	0.0
C+	2.33	Inc	Incomplete

**\*\*An "Incomplete" must be removed within two weeks of the semester ending or it is automatically changed to an "F" grade.**

**\*\*Unexcused absences, which lead to incomplete work, may result in a reduction in grades.**

Progress reports are sent the fifth week of each grading period to all parents. Skyward family/student access is also available to check grades more frequently.

# **Academic and Career Planning at EHS**

At Edgar High School, we believe it is essential that our students are college and career ready by the time they graduate. In order to accomplish this goal, it is important that students have a sense of who they are, what they want to do and know how to reach their academic and career goals. With the Edgar Portfolio and Academic and Career Planning (ACP), students will develop the tools needed to reach these goals. Students have access to the [Edgar High School ACP website](#) which gives benchmarks for progress each year guiding them to a completed portfolio senior year.

## **Know, Explore, Plan, Go!**

All Edgar High School students complete a digital portfolio as a part of their graduation requirements. Upon successful completion of the portfolio each student will receive .25 credits toward graduation. The purpose of this requirement is to encourage students to complete and showcase quality academic work, illustrate their growth as a learner, discover their strengths, set meaningful achievement goals, and understand the relationship between academic achievement in high school and postsecondary career and educational opportunities. The goal of the program is to produce responsible Edgar High School graduates who will begin their adult life with the knowledge, skills, and motivation to build a career for lifelong success.

Working with their teachers in their classes, students receive guidance in a career development and discovery process while building their own unique portfolio cataloging their coursework, activities and experiences in high school. At this time students learn how to add artifacts and reflections of these experiences while they work on a particular set of objectives each year to help them become college and career ready upon graduation from EHS.

In 9th grade students work on understanding themselves better; their strengths, skills and abilities, to help them find general areas (career clusters) of interest. In 10th grade students apply that self-knowledge to guide their exploration in a variety of career clusters and pathways that are of interest and seem to be a good fit. Then, in 11th grade students begin forming a plan for how to gain the necessary education, training and exposure to those areas of interest in preparation for graduation the following year. Finally, in 12th grade students apply all they've learned about themselves, the world of work and postsecondary training to secure a course of training or education after high school in hopes of leading them to a rewarding future career.

At the end of their senior year, each student presents their portfolio to a panel consisting of community members, board members, and local businesses. Through the portfolio process and portfolio presentation, weekly career and academic mentoring, we are preparing all EHS students for a promising future.

## **Academic and Career Planning Portfolio and Artifacts**

Students will use an online tool called [Xello](#) to take interest and skills inventories, explore post-secondary options, and store their ACP artifacts. The advantage of using this platform is that it allows students to access their ACP information wherever they have internet access and they will update this information from year-to-year. As a parent, you are an important part of the ACP process. We recommend that you have ongoing discussions with your child about their personal, academic and post-secondary goals.

If you have any questions about the Edgar High School Portfolio, please contact Marisa Doll.

# COURSE OF STUDY

## 2023-2024

### FRESHMEN YEAR

#### **REQUIRED**

- 100 English 9
- 200 Issues in a Global Society
- 300 Freshman Science
- 403 Algebra I
- 500 PE 9
- 505 Health 9

#### **ELECTIVES**

- 805 Introduction to Business (DC)
- 811 Introduction to Culinary Arts
- 700 Art 1
- 701 Art 2
- 904 Spanish I
- 001 Introduction to Agriculture
- 820 Introduction to Technology & Engineering
- 702 Ceramics
- 703 Sculpture
- 715 Painting
- 704 Band Semester 1
- 705 Band Semester 2
- 706 Choir Semester 1
- 707 Choir Semester 2
- 704.5 Band Appreciation (Fall Semester)
- 705.5 Band Appreciation (Spring Semester)
- 709.5 Applied Voice/Music Appreciation (Fall Semester)
- 710.5 Applied Voice/Music Appreciation (Spring Semester)

---

### SOPHOMORE YEAR

#### **REQUIRED**

- 101 English 10
- 201 Contemporary U.S. History
- 301 Biology
- 404 Geometry
- 501 PE 10
- 814 Employability Skills

#### **ELECTIVES (in addition to previous year electives)**

- 002 Wisconsin Forestry
- 005 Beginning Welding/Small Engines
- 008 Horticulture
- 714 Art 3
- 716 Painting
- 802 Accounting (DC)
- 812 Baking and Pastry Arts
- 823 Civil Engineering & Architecture (DC)
- 824 Graphics Technology I
- 826 Graphics Technology II (DC)
- 832 Entrepreneurship
- 835 Principles of Engineering (DC)
- 831 Woods I
- 905 Spanish II
- 991 Marketing (DC)

## JUNIOR YEAR

### REQUIRED

- 103 English 11
- 203 Comparative Government
- 502 PE 11
- 813 Personal Finance

### **Science (one of the following)**

- 303 Chemistry
- 304 Body Structure and Function (DC)
- 305 Environmental Science
- 307 Physics

### **Math (one of the following)**

- 405 Algebra II
- 409 Functional Math (DC)

### ELECTIVES (in addition to previous years electives)

- 003 Animal Science (DC)
- 004 Farm Machinery/Power Mechanics (DC)
- 007 Advanced Welding (DC)
- 122 Oral Communication (DC)
- 209 Introduction to Psychology (DC)
- 245 History in Media
- 295 Introduction to Sociology (DC)
- 406 Pre-Calculus (DC)
- 507 Medical Terminology (DC)
- 699 Introduction to Digital Photography (DC)
- 703 Sculpture
- 715 Painting
- 717 Studio Art
- 809 ServSafe Manager
- 810 Prostart Culinary Arts
- 819 Advanced Culinary Arts
- 833 Woods II (DC)
- 894 Accounting 2 (DC)
- 906 Spanish III
- 907 Spanish IV
- 827 Youth Apprenticeship 1
- 828 Youth Apprenticeship 2

---

## SENIOR YEAR

### REQUIRED

### **English (One of the following)**

- 112 Written Communication (DC)
- 198 UWSP Freshman English (DC)
- 199 UWSP Sophomore English (DC)

### ELECTIVES (in addition to previous years electives)

- 407 Introduction to Statistics (DC)
- 408 Calculus (DC)
- 504 PE 12
- 792 Art Portfolio Workshop
- 829 Coop 1
- 830 Coop 2
- 837 Youth Apprenticeship 3
- 838 Youth Apprenticeship 4

# COLLEGE CREDIT OPTIONS

The 2017 Wisconsin Act 59, eliminated the Course and Youth Options programs and has replaced them with the EARLY COLLEGE CREDIT PROGRAM through the University of Wisconsin System, and the START COLLEGE NOW program through the Wisconsin Technical College System. The new programs are effective beginning July 1, 2018, and are detailed below.

## EARLY COLLEGE CREDIT PROGRAM

Through Wisconsin State Statute 118.55, this program allows Wisconsin public and private high school students to take one or more courses for high school and/or college credit at an institution within the **University of Wisconsin System**, a tribally controlled college, or a private, nonprofit institution of higher education located in the state.

## START COLLEGE NOW

Through Wisconsin State Statute 38.12, this program allows Wisconsin high school students who have completed 10th grade to take courses through **Wisconsin Technical College**.

The following applies for both the Early College Credit Program and Start College Now:

- **Students must notify Edgar School District of intent to enroll in BOTH the Early College Credit Program and Start College Now program by March 1 for courses to be taken during the fall semester and by October 1 for the spring semester.**
- Edgar School District will notify students of approval and/or rejection of desired courses before the beginning of the semester in which the pupil will be enrolled.
- The student's school district of full-time attendance is responsible for paying the cost of courses approved by the district.
- Between these two programs, a total of 18 college credits may be taken by a high school student.

## DUAL CREDIT COURSES

Note that certain courses in this booklet have a (DC) after the course name. This notation is to draw your attention to the fact that the course is dual credit through NTC.

**\*Dual Credit (DC)** is the name given to a technical college course that is delivered at the high school and taught by a high school teacher. A student who successfully completes a dual credit course, receives an official technical college transcript in addition to high school credit. Students must receive a grade of B or higher to receive dual credit.

**What are the benefits?** A student can earn college credits at the same time they are earning high school credits, all at no cost to the student or school district.



# CAREER PLAN

Name \_\_\_\_\_

Career/Occupational Goal \_\_\_\_\_

Educational Goal \_\_\_\_\_

Military \_\_\_\_\_

Will seek employment after graduation (where) \_\_\_\_\_

My strengths \_\_\_\_\_

Areas needing attention \_\_\_\_\_

Interests \_\_\_\_\_

## TENTATIVE FOUR-YEAR PLAN

*Required Classes for Graduation*  
**Required Courses for 4-year colleges**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>1</b>	<b><i>English 9</i></b>	<b><i>English 10</i></b>	<b><i>English 11</i></b>	<b><i>English 12, Written Comm (DC), or College Freshman English &amp; College Sophomore English</i></b>
<b>2</b>	<b><i>Algebra I</i></b>	<b><i>Geometry</i></b>	<b><i>Algebra II or Functional Math</i></b>	
<b>3</b>	<b><i>General Science</i></b>	<b><i>Biology</i></b>	<b><i>Body Structure and Function, Environmental Science, Chemistry, or Physics</i></b>	
<b>4</b>	<b><i>Physical Ed 9, Health 9</i></b>	<b><i>Physical Ed 10 &amp; Employability Skills</i></b>	<b><i>Physical Ed 11, Personal Finance,</i></b>	
<b>5</b>	<b><i>Issues in a Global Society</i></b>	<b><i>Contemporary U.S. History</i></b>	<b><i>Comparative Government and Geographical Issues</i></b>	
<b>6</b>				
<b>7</b>				
<b>8</b>				

# CAREER PLANNING CALENDAR

## FRESHMEN

- Explore possible careers and post-secondary options with your parents and school counselor.
- Meet with your resource teacher and/or your counselor to discuss your course selections in regard to your career and post-secondary goals.
- Take the Aspire test and meet with the school counselor to discuss results and career plans.

## SOPHOMORES

- Take the Pre-ACT
- Create a cover letter, resume, reference sheet, and digital employment portfolio in Employability Skills class.
- Prepare a career research paper.

## JUNIORS

- Attend the Junior Conference in January.
- Take the ACT in the spring.
- Explore possible college majors and technical school programs with your parents.
- Check if you have enough credits to graduate. See your counselor if you need assistance.
- Explore the possible scholarships and sources of financial aid for which you may be eligible.
- Make arrangements to visit a school that is of interest to you. Most campuses have tours on weekdays and sometimes on Saturdays. Many campuses also schedule special preview days for visiting and meeting with academic advisers.
- Check the Counseling bulletin board near the Math rooms for information on visits by college and technical school representatives, etc.
- Make sure to take courses that will make you admissible to the school of your choice.
- You may be able to apply for some Technical College programs in June of junior year.

## SENIORS

### FALL

- Most colleges start accepting applications from high school seniors during the summer before and the fall of their senior year. Access to applications are available online via each institution's website. It is important to apply for admission and housing early since many campuses fill up quickly. For more specific information, contact your High School counselor.
- The online Financial aid application opens October 1 of your senior year in high school. Begin scholarship search and application process.
- A Financial Aid Night is typically offered during parent/teacher conferences to help you complete the Financial Aid application.
- Do a final credit check to insure that you have the correct courses to graduate and to meet your post-secondary entrance requirements.

### WINTER

- Check on the availability of scholarships on the Edgar High School Scholarship Page.
- Complete your Academic and Career Planning Portfolio and participate in the ACP Interview

### SPRING

- Apply for local scholarships. Local scholarships are updated regularly online.

### SUMMER

- Orientation, registration and placement testing programs are held at most campuses.
- Final High School transcripts are sent to the college you plan to attend in fall.

# FINANCIAL AID AND SCHOLARSHIPS

As college costs continue to rise, paying for their son's/daughter's post-secondary training becomes a major concern of parents. To help defray the cost of attending school, a student may be eligible for Federal and State financial aid. The amount your family is eligible for is based on your family's Estimated Family Contribution (EFC) which is determined by the information you provide on your Free Application for Federal Student Aid (FAFSA). Applications are available on October 1st of each year for high school seniors planning to attend college. A Financial Aid Night is available each fall at Edgar High School where financial aid representatives from area colleges and universities visit with students and their families to answer questions and help them complete the FAFSA.

## **FINANCIAL AID** is available in three forms:

1. Grants: Aid that does not have to be repaid.
2. Loans: Usually with low interest rates but must be repaid.
3. Work Study Program: Work opportunities available to qualified students. The amount a student receives from each of these sources is determined by the student's need and the resources available at the school.

**SCHOLARSHIPS** are also available for deserving students. Most regional, state, and national scholarships are very competitive.

## **When searching for scholarships check the following sources:**

- Internet sites
- Local Scholarships available to Edgar High School seniors mid February online (see below).
- The Financial Aid Office at the post-secondary school you plan to attend is probably your best source of aid.
- Parents' and students' places of employment.
- Investigate all organizations that the student or parents belong to. Look at churches, lodges, mutual insurance companies, civic organizations, etc.
- Consider funding available through the military services. Obviously, military commitment is involved.
- The major or school you plan to pursue may have some of their own awards. For instance, a music school, business school or psychology department within a post-secondary school may sponsor scholarships.
- **To access Local Scholarships** available to Edgar High School seniors **click [HERE](#)** or go to: **School District of Edgar Webpage > Hover over Students > Click on Scholarships and Student Aid.** Scholarships will appear as they are available.

**WARNING: DO NOT PAY FOR SCHOLARSHIP SEARCHES!**

***Sites that make you pay are not legitimate.***

# POST-SECONDARY ENTRANCE ASSESSMENT

## ACT AND SAT ASSESSMENT

Colleges and universities require that a prospective student take either the ACT or the SAT. The University of Wisconsin System prefers the ACT Assessment. It is recommended that those planning to attend a four-year college after graduation take one of these tests during the second semester of the junior year. All juniors will annually take the ACT as required by the Wisconsin DPI. Applications and information about each of these tests is available from the Counseling Office.

## ASVAB (Armed Services Vocational Aptitude Battery)

Entrance test requirement for the military. All students are encouraged to take the ASVAB during the fall of their junior or senior year, or make arrangements to take this assessment with their military recruiter. There is no cost for this assessment.

## UNIVERSITY, TECHNICAL COLLEGE, APPRENTICESHIP, & MILITARY ENTRANCE REQUIREMENTS

The majority of our graduates will attend post-secondary colleges or universities, technical colleges, apprenticeship-training programs or Wisconsin private colleges. Others may choose to join the military or enter the workforce. The entrance requirements for each of these paths are summarized below.

## UNIVERSITY OF WISCONSIN SYSTEM PREPARING FOR COLLEGE

Competition for admission to many four-year colleges/universities continues to increase, thus making high school course selection more important. The course requirements listed on the following pages are minimum entrance requirements. For example, you will not be admitted to the University of Wisconsin-Madison with minimum requirements. The rigor of the program for the senior year is looked at very closely when determining who will be accepted at UW-Madison and other selective schools. Therefore, the idea of taking a light load during your senior year is not wise. To keep your options open and to help you be successful while in college, a rigorous academic program is essential. It is recommended that you take all the college preparatory math, science, English, social studies and foreign language you can handle.

## APPLICATION PROCESS

September is typically the time colleges and universities begin to accept applications. However, some schools are allowing students to apply during the summer before their senior year in high school. At most universities, housing applications are welcome as soon as a student is accepted for admission. It is important to apply for housing at the earliest possible date since space is limited. The best way to receive information and apply to any college or university is to visit their official website. Simply type in the name of the school you'd like to learn more about or apply to in your search engine search bar.

## ENTRANCE REQUIREMENTS FOR UNIVERSITY OF WISCONSIN SCHOOLS

Entrance requirements vary somewhat among the various schools. For more specific information on UW System requirements according to location you can visit [www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu), contact the appropriate campus Office of Admissions, or the high school counselor regarding content of courses within the units specified and additional credits required.

### Minimum High School Course Requirements For UW Colleges

4 credits	English
3 credits	Social Studies
3 credits	Math beginning with Algebra I
3 credits	Science
4 credits	Electives
2 credits	Foreign Language (UW-Madison)

## PRIVATE UNIVERSITIES AND OUT-OF-STATE SCHOOLS

Entrance requirements vary greatly from one school to another. The UW entrance requirements previously listed are minimum requirements for most four-year colleges. For more specific information, visit the [Wisconsin Private Colleges website](#) or consult your high school counselor.

## MINNESOTA STATE UNIVERSITIES & UNIVERSITY OF MINNESOTA

Minnesota State Colleges and Universities offer a statewide system of 53 colleges and university campuses in 46 communities throughout the state.

In general, admission requirements include: a high school diploma or GED, rank in the upper 50 % of your high school class, a cumulative 3.0 GPA (on a 4.0 scale) in high school, and a score of 21 on the ACT or a combined score of 1000 on the SAT. Some of the state schools have stricter admission requirements. Minimum requirements are as follows:

**4 credits of English** – Composition, Literature

**3 credits of Mathematics** – two years of Algebra and one year of Geometry

**3 credits of Science** –including one course in a biological science and one in a physical science

**3 credits of Social Science** – including one course in Geography and one in US History

**2 credits of Foreign Language** – in one world language, American Sign Language is acceptable

**1 credit of Fine Arts** – either World Culture or Fine Arts including music and visual arts

## WISCONSIN TECHNICAL COLLEGES

The primary purpose of the Wisconsin Technical Colleges is to provide educational opportunities and career skills for individuals throughout their lives.

## ASSOCIATE DEGREE PROGRAMS

Wisconsin Technical Colleges offer associate degree programs that will prepare students for a variety of mid-management or technical level jobs. If a student attends classes full-time, associate degree programs usually take two years or more to finish. Students take general education courses and classes in technical theory related to the program chosen. Students learn to apply the theories studied to specific work-related situations. Technical theory is stressed in associate degree programs, along with "hands-on" training in the laboratories.

## **TECHNICAL DIPLOMA PROGRAMS**

Wisconsin Technical Colleges offer technical diploma programs that prepare students for specific work in skilled and semi-skilled jobs. Most of these programs are one year in length, but some are two years long if attended part-time. Most time will be spent in shops and labs where learning the skills necessary for the job chosen. Students will take some general education courses, but "hands-on" experience is the most important part of technical diploma programs.

## **APPRENTICESHIP PROGRAMS**

As an apprentice, students work under the supervision and direction of skilled workers in a chosen trade. Apprentices attend college part-time and are paid by their employers for their school hours. NTC offers training in the following apprenticeship programs: Electrical & Instrumentation, IT- Data Analyst, IT-Service Desk Technician, IT-Software Developer, Industrial Electrician, Industrial Instrumentation, Lubrication Technician, Machinist, Maintenance Technician, Medical Assistant, Millwright, Plumbing, and Tool and Die Maker.

For additional information about these programs go to: [ntc.edu/academics-training/apprenticeships](http://ntc.edu/academics-training/apprenticeships)

## **MILITARY SERVICE**

Military Representatives/Recruiters visit Edgar High School regularly throughout the school year. This is an excellent way to learn more about whether the military may be the right career path for you. You and your family may request an individual meeting with a recruiter during your Junior or Senior year in high school and often meetings take place at school during a time that works for you. The ASVAB assessment is required for entrance into the military to assess what type of military job best fits your strengths and interests. All students interested in the military are encouraged to take the ASVAB during the fall of their junior or senior year. It may be set up through your military recruiter and is free to take.

## Key/Navigation

Click the Links to Jump to the Page

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## AGRICULTURE & NATURAL RESOURCES

### BEGINNING WELDING/SMALL ENGINES

#005

**GRADE:** 10-11-12

**PREREQUISITE:** Intro to Agri-Business

**CREDIT:** 1

**LENGTH:** Semester

**FEE:** \$10.00

This course is designed to introduce students to the basics of welding. Students will have the opportunity to practice Shielded Metal Arc Welding, Gas Metal Arc Welding, TIG welding, Flux Core, and CNC plasma cutting. There will be a component of CAD design in order to operate CNC equipment. This semester long course will consist of classroom instruction and individual work time. Lab time will be set aside to practice techniques learned in the classroom. Students will need to master the skills of this course in order to take Transcribed Credit Welding. The small engine part of this course will study the theory of the two and four stroke engines. We will cover units in troubleshooting, electrical systems, compression systems, fuel systems, ignition systems, cooling systems, measuring engine performance, tools and measuring instruments, and safety in the small gas engine shop. Students will conduct a complete teardown and rebuild of a small engine.

### ADVANCED WELDING (DC)

#007

**GRADE:** 11-12

**PREREQUISITE:** Beginning Welding

**CREDIT:** 1

**LENGTH:** Semester

**FEE:** \$10.00

In Advanced Welding the students will be studying the use of MIG and TIG welding. They will be using MIG and TIG welding machines to weld metals such as aluminum, cast iron, and stainless steel. The students will study welding safety and career exploration in the welding field. The students will properly demonstrate approximately 20 different welds to the instructor. These welds will be done on mild steel, stainless steel and aluminum using the TIG welders. The students will also study the use of plasma arc cutting. After the welds are mastered the students will construct a project of their choosing. This class will be an 18-week class. Portfolio items for this class include the pictures/reflections of students completing course skills and competencies, CAD design drawings, and skills tests from NTC.



## Key/Navigation

[Click the Links to Jump to the Page](#)

## Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

## Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## AGRICULTURE & NATURAL RESOURCES

### ANIMAL SCIENCE (DC)

**#003**

**GRADE: 11-12**

**PREREQUISITE: Intro to Agriculture**

**CREDIT: 1**

**LENGTH: Semester**

Introduction to the basics of livestock management will be discussed. This course includes management, nutrition, and breeding practices in a dairy operation through classroom and practical experience. Students will explore management of the Dairy herd with concentration on breed identification, reproduction, genetics, selection, calving management, and record keeping systems. This course is designed for students interested in a career involving animals both large and small. Emphasis is placed on Dairy and dual credit can be earned through Northcentral Technical College. Time will be spent focusing on other livestock animals and the products they produce. Small animals will be discussed towards the end of the semester.



### POWER MECHANICS/TRACTOR RESTORATION (DC)

**#004**

**GRADE: 11-12**

**PREREQUISITE: Small Engines**

**CREDIT: 1**

**LENGTH: Semester**

**FEE: \$10.00**

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology, which may include large engine maintenance and repair, metal fabrication, electrical wiring, and maintenance of tractors. Learning activities include reading manuals, researching resources, skill development, and problem solving. During this course students will completely rebuild a tractor and fabricate parts to restore it. Portfolio items for this class include the pictures/reflections of students completing course skills and competencies.



### INTRODUCTION TO AGRICULTURE

**#001**

**GRADE: 9-10-11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

Intro to Agriculture is just that, a class designed to explore the various areas in agriculture in small quantities in order to prepare the student for specific areas of interest. In this course we will cover Agriculture Education (what it is), the world of agriculture, Food Science, Soil Science, Plant Science, Ornamental Horticulture, Animal Science, Natural Resources, Forestry, and Agricultural Mechanics. Instruction and student learning will occur through lectures, student projects, group discussions, hands on experiences, FFA experiences, and developing an SAE program.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## AGRICULTURE & NATURAL RESOURCES

### HORTICULTURE

**#008 (offered on an every other year rotation)**

**GRADE: 10-11-12**

**PREREQUISITE: Intro to Agriculture**

**CREDIT: 1**

**LENGTH: Semester**

This one semester course involves learning about many aspects of the horticulture industry, beginning from seed germination, and ranging to include the marketing and selling of mature annual plants. We start from the group up literally learning about soil and how it affects plant growth. Time will be provided for developing lifelong skills in plant growth and maintenance. About half the class time will be spent in the school greenhouse or outside. If you do not mind getting a bit dirty from time to time, and you enjoy plants, this course is for you. If you enjoy being outdoors, then you will enjoy landscaping. Beautification of grounds and indoor landscaping will be covered in this class. The second half of the semester is spent outdoors applying landscape techniques by doing actual landscapes in the Village of Edgar. Students will use Landscape Pro CAD Software.

### WISCONSIN FORESTRY

**#002 (offered on an every other year rotation)**

**GRADE: 10-11-12**

**PREREQUISITE: Intro to Agriculture**

**CREDIT: 1**

**LENGTH: Semester**

Look around – there are trees in Wisconsin! Forestry is a natural resource that we take for granted in the community. Students will learn basic skills that a forester will need to know to manage a forest. The trips we take to the school forest are important to study and measure the trees and land that the trees are on, and witness management practices of these woodlots. Students will learn basic skills needed to manage a forest and receive training on chainsaw safety and operation. Wisconsin is a leading state in maple syrup production; emphasis will be placed on collection and production of maple syrup. Portfolio items for this class include the pictures/reflections of students completing course skills and competencies, and the tree identification project.

### ART

**\*\*\*A \$10 materials fee will be charged for all art classes.**

#### ART 1

**#700**

**GRADE: 9-10-11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

This course is an introduction to art through multiple mediums. Students will apply the elements and principles of design to produce creative works of art. Students will learn how to focus their artistic viewpoint and create art that reflects a concept or their individual interests. Students will look at copyright images and careers in art.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## ART

### ART 2

**#701g**

**GRADE: 9-10-11-12**

**PREREQUISITE: Art 1**

**CREDIT: 1**

**LENGTH: Semester**

Students will continue to focus on advanced design concepts. Learners will demonstrate a higher level of knowledge with both the elements and the principles of design. Learners will be expected to execute tasks independently using great craftsmanship and with attention to detail. Students will be required to describe, analyze, interpret, and make decisions about certain pieces of art. Students will look at copyright images and careers in art.

### ART 3

**#714**

**GRADE: 10-11-12**

**PREREQUISITE: Art 2**

**CREDIT: 1**

**LENGTH: SEMESTER**

Students will continue to focus on advanced design concepts. Learners will demonstrate a higher level of knowledge with both the elements and principles of design. Learners will be expected to execute tasks independently using great craftsmanship and with attention to detail. Students will continue to explore different media, connect, respond, produce and create art with meaning. Students will look at copyright images and careers in art.

### INTRODUCTION TO DIGITAL PHOTOGRAPHY (DC)

**#699**

**GRADE: 10 - 11 - 12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

Explores digital photography. This course will cover digital camera features, digital image basics, using digital cameras, composition, photographic techniques and basic digital image editing.



### CERAMICS

**#702**

**GRADE: 9-10-11-12**

**PREREQUISITE: NONE**

**CREDIT: 1**

**LENGTH: Semester**

This course will enable students to develop the skills and techniques involved in the design and construction of ceramics and sculpture. Learners will explore clay using coils, slabs, pinch and the pottery wheel. Students will also create three-dimensional sculpture using various materials.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## ART

### PAINTING 1 & 2

**#715 #716**

**GRADE 9-10-11-12**

**PREREQUISITE: Art 1**

**CREDIT: 1**

**LENGTH: SEMESTER**

Students will explore painting with watercolor, oil, and acrylic paints. Students will develop a mastery to stretching canvas, successfully using a grid, and will also explore abstract art. Students will further develop design elements and principles in their work.

### PORTFOLIO

**#792**

**GRADE: 11-12**

**PREREQUISITE: ART 3, Ceramics or Sculpture. Must have teacher approval.**

**CREDIT: 1**

**LENGTH: Semester**

Portfolio workshop is an advanced upper level course in which students will work independently building a conceptual body of work. Students will build a portfolio for continuing education consisting of no less than 8 pieces. Students will attend National Portfolio review if interested in continuing education in art.

### SCULPTURE

**#703**

**GRADE: 9-10-11-12**

**PREREQUISITE: NONE**

**CREDIT: 1**

**LENGTH: Semester**

Students will continue to focus on advanced design concepts for 3D art. Learners will be expected to execute tasks independently using great craftsmanship and with attention to detail. Students will be required to describe, analyze, interpret, and make decisions about sculpture. Students will look at copyright images and careers in art.

### STUDIO ART

**#717**

**GRADE: 11-12**

**PREREQUISITE: ART 3, Ceramics or Sculpture. Must have teacher approval.**

**CREDIT: 1**

**LENGTH: Semester**

This art class offers students personal voice and choice within a studio environment. Students will create individual goals for the semester and be guided through their personal exploration of art practices. They will have the freedom to generate both 2D and 3D creations that will further their knowledge and skills in art making. Students will learn how to strengthen their work through visual journals, critiques, and artist statements.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## BUSINESS EDUCATION



### ACCOUNTING I (DC)

#802

**Grades:** 11-12

**Prerequisite:** Must have a cumulative GPA of 3.5 or higher

**Credit:** 1

**Length:** Semester

Basic accounting principles and procedures for both business and personal record keeping are covered. Accounting is an introduction to the language of business which is the basis for any college career or where a major in business is concerned. Students will learn the accounting equation, the accounting cycle, journal entries, posting to different ledgers, end-of-period fiscal period reports, payroll systems, banking activities, and taxes for various types of businesses including sole proprietorship and partnerships. Students will master the manual aspects of the accounting process and also complete accounting simulations and automated accounting work.



### ACCOUNTING 2 (DC)

#894

**Grades:** 11-12

**Prerequisite:** Accounting 1

**Credit:** 1

**Length:** Semester

Accounting II expands on the accounting concepts presented in Accounting 1. Introduces the learner to fixed assets, intangible assets, current and payroll liabilities, Partnerships, Corporations, bonds, the Statement of Cash Flows, and financial statement analysis. Students will Demonstrate achievement by completion of various independent projects.

### INTRODUCTION TO BUSINESS (DC)

#805

**Grades:** 9-10-11-12

**Prerequisite:** None

**Credit:** 1

**Length:** Semester

This semester course is offered to students beginning at the Freshmen level to introduce them to the U.S. economic environment and characteristics of various types of business through Microsoft Word and Excel. This course includes additional topics like business and government in a global economy, technology in business, social and ethical issues and various other aspects of consumer issues relating to the business world. This course will include many hands-on business simulations so students can relate what they are learning in the classroom to their lives through creating documents, business letters, flyers, basic charts, formatting sheets, and other projects.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## BUSINESS EDUCATION

### PERSONAL FINANCE

#813

**GRADE:** Required 11

**PREREQUISITE:** None

**CREDIT:** .25

**LENGTH:** Nine-Week Term

This course is designed to help you prepare for living on your own in an increasingly complex world, whether you plan to continue your education or begin a working career. Class studies stress how to make the decisions involved in supporting yourself and managing your money. This class is required for all juniors. Portfolio artifacts include the budget simulation and bank test.

### Marketing Principles (DC)

# 991

**Grade:** 10 - 11- 12

**Prerequisite:** Introduction to Business

**Credit:** 1

**Length:** Semester

Introduces an understanding of basic marketing fundamentals. The learner will explore consumer demographics, lifestyles and decision making; evaluate product distribution; promotions and price planning. The learner will create a Strategic Marketing Plan combining the components listed and develop a presentation. In addition, students learn the basic concepts of using Microsoft PowerPoint with hands-on, project based activities such as adding animations and working with charts, WordArt and tables.



### Entrepreneurship

# 832

**Grade:** 10 - 11 - 12

**Prerequisite:** Introduction to Business

**Credit:** 1

**Length:** Semester

The Entrepreneurship course is designed to introduce students to the world of small business ownership and management. This course builds students' skills in the knowledge of types of business ownership, legal issues, business finance/start-up costs, business trends, site selection, marketing, pricing strategies and the development of a business plan on the students' product/service of choice. The Entrepreneurship class will develop and/or operate a business or their choice AND run the school store business in which they will realistically perform duties in areas such as product planning, financing, human resources, marketing/advertising, selling, and management of product(s). This hands-on course involved students in a variety of activities that will provide them with the skills necessary to be successful in a constantly changing workplace.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## FAMILY & CONSUMER SCIENCE

\*\*\*For the courses in this section that involve the use of food items or other materials, a \$10.00 fee will be charged at the beginning of the course. Additional cost for individual projects and for meals will be paid by students as the course progresses.

### BAKING AND PASTRY ARTS

#812

GRADE: 10-11-12

CREDIT: 1

LENGTH: Semester

FEE: \$10

This class will be for those interested in learning more about baking and the pastry arts. Emphasis will be on the fundamentals related to each. Once the basics are mastered, advanced skills will be developed. There will be both book and lab experiences for students. Portfolio artifacts include the food portfolio, lab pictures and evaluations, and the career report.

### EMPLOYABILITY SKILLS

#814

GRADE: Required Grade 10

PREREQUISITE: None

CREDIT: .5

LENGTH: Semester Term

This course is designed to prepare students for the world of work. Topics covered include career preparation; skills needed; online presence; how to apply for a job; how to complete applications, resumes, reference sheets, cover letters; how to prepare for an interview; and beginning your career. Part of the course involves a mock interview in which the student will participate in an interview with an area business representative. This class is required for all sophomores. Portfolio artifacts include your personal data record, resume, cover letter, interview documentation, and career research paper.

### FASHION & TEXTILE CONSTRUCTION I

#842

GRADE: 9-12

PREREQUISITE: None

CREDIT: .5

LENGTH: Semester Term

FEE: Varies on student choice of project

The clothing course includes purchasing and care of clothing as well as basic sewing construction of clothing or accessories. Students choose their own projects from guideline requirements. Materials and supplies will be the responsibility of the student.

### INTRODUCTION TO THE CULINARY ARTS

#811

GRADE: 9-10-11-12

CREDIT: 1

LENGTH: Semester

FEE: \$10

This class will be an introductory class to those interested in learning more about their food and making it. Emphasis will be placed upon basic food preparation methods. Once the basics are mastered, advanced skills will be developed. There will be both book work and lab experience for those joining. More labs are planned to accommodate the developing curriculum. Portfolio artifacts include the food portfolio, lab pictures and evaluations, and the food report.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## FAMILY & CONSUMER SCIENCE

### INDEPENDENT SERVSAFE

# 809

**GRADE:** 11-12

**PREREQUISITE:** Introduction to the Culinary Arts and Baking and Pastry Arts and instructor pre approval

**CREDIT:** 1

**LENGTH:** Quarter

**FEE:** \$35

This course is designed for those who are truly interested in the food service industry. You will complete the ServSafe Manager Curriculum and take the national certification at the end. Portfolio artifacts include ServSafe certification.

### INDEPENDENT PROSTART CULINARY ARTS

#810

**GRADE:** 11-12

**PREREQUISITE:** Introduction to the Culinary Arts and instructor pre approval

**CREDIT:** 1

**LENGTH:** Semester

This course is designed for those who are truly interested in the food service industry. We will look at various culinary careers such as chefs and cooks, caterers, research and development, managers, and food communications. We will be using the ProStart Program designed by the National Restaurant Association which is recognized nationwide throughout the hospitality industry. Portfolio artifacts include tests and projects for the management binder.

### ADVANCED CULINARY ARTS (DC)

#819

**GRADE:** 11-12

**PREREQUISITE:** Intro to Culinary Arts, Baking & Pastry Arts, ProStart Culinary Arts and instructor pre approval

**CREDIT:** 1

**LENGTH:** Semester

**FEE:** \$45

This course focuses on the challenges of food safety, developing a food safety system, working in a safe environment and maintaining sanitary facilities and equipment. This course is transcribed/dual credit through NTC. Students will receive two credits through NTC upon successful completion of the course. Portfolio artifacts include the state certification and ServSafe certification.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## FOREIGN LANGUAGE

*\*\*\*Some universities in Wisconsin require students to study two years of THE SAME foreign language in high school to fulfill admission requirements. Many universities do not require it for admission but do have a language proficiency requirement for graduation in college arts and science programs. Information on this is available from Mrs. Doll in the counseling office. \*\*\**Completing three or more years in high school will allow students the opportunity to test out of beginning levels of foreign language, earning students four to sixteen retroactive college credits.

### SPANISH I

**#904**

**GRADE: 9-10-11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

Spanish I is the first of three sequential levels that are available to students. Students will acquire skills in reading, listening, writing, and speaking in Spanish by being immersed in comprehensible language through the use of interesting cultural stories, videos, music, and games. Portfolio items for this class include various writing/speaking samples.

### SPANISH II

**#905**

**GRADE: 10-11-12**

**PREREQUISITE: Spanish I (grade C or higher)**

**CREDIT: 1**

**LENGTH: Semester**

Spanish II continues with language learning through storytelling strategies and varied activities in music, movies, and theater. Students will learn to use the language while learning about food, holidays, daily life, and other fascinating aspects of culture. Emphasis is placed first on listening and reading, and then writing and speaking. Portfolio items for this class include various writing/speaking samples.

### SPANISH III

**#906**

**GRADE: 10-11-12**

**PREREQUISITE: Spanish II**

**CREDIT: 1**

**LENGTH: Semester**

Spanish III students continue to learn, practice, and refine the language through culturally compelling input: stories, videos, commercials, music, games. Students will expand their knowledge of the Spanish language while broadening their cultural awareness through the use and study of authentic resources and level-based novels. Portfolio items for this class include various writing/speaking samples.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## ENGLISH LANGUAGE ARTS

\*\*\*Four credits of English are required for graduation and entrance to all colleges in Wisconsin. All English classes are designed with concentration on the two main areas of literature and composition.

### ENGLISH 9

#100

**GRADE:** Required 9

**PREREQUISITE:** None

**CREDIT:** 1

**LENGTH:** Semester

This freshman level course based on the Common Core State Standards includes units on Shakespeare's *Romeo and Juliet*, a contemporary novel, vocabulary and word usage, essay writing, and short stories. A unit on critical thinking and argumentative essay analysis is also covered. Recommended student artifacts for their portfolio include: narrative, Human Rights essay, and *The Tragedy of Romeo and Juliet* project.

### ENGLISH 10

#101

**GRADE:** Required 10

**PREREQUISITE:** English 9

**CREDIT:** 1

**LENGTH:** Semester

Using the Common Core State Standards, students will increase their use of formal vocabulary and communication skills necessary to aid in getting and retaining a job, learn about the elements of fiction and non-fiction, and read a variety of narrative, informational, mythological, and historical texts. Main texts used throughout this course include, but are not limited to, *Unwind*, *Macbeth*, and *To Kill a Mockingbird*. Students will also choose from a variety of contemporary novels and discuss their books in literature circle groups. Portfolio items could include: Independent Reading Essay, Personal Narrative, Persuasive Speech Presentation, and Literature Analysis Essay.

### ENGLISH 11

#103

**GRADE:** Required 11

**PREREQUISITE:** English 10

**CREDIT:** 1

**LENGTH:** Semester

Using the ELA Common Core Curriculum, students will continue to increase their formal vocabulary and communication skills necessary to aid in getting and retaining a job, and read and respond to narrative texts in an analysis for skills in careers and college. Main texts used throughout this course include, but are not limited to, *The Crucible*, *The Great Gatsby*, and *A Midsummer's Night Dream*. Students will also choose from a variety of contemporary novels and discuss their books in literature circle groups. Portfolio items could include: Literary Analysis Essay, Comparison Poster, Narrative Writing, Independent Reading Reflection, and Informational Essay.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## ENGLISH LANGUAGE ARTS

### College English (UWSP 101, 202)

#198, #199

**GRADE: 12** (fulfills required 4th credit of HS English)

**PREREQUISITE: 3 Years of English, demonstrates high ACT scores and a grade of "B" or higher in all previous English courses**

**CREDIT: 1**

**LENGTH: 2 Semesters**

This is a first-year college level course that develops the planning, thinking skills, stylistic concerns, and evaluation necessary for analytical reading and academic writing. It includes reading of nonfiction essays and two non-fiction collections, *David and Goliath*, and *Eating Animals*. This class stresses the college annotation reading and rhetorical analysis of essays used by college students throughout their career. Portfolio items include: Non-fiction Analysis Essays, Creative Nonfiction Essay, and an Argumentative Essay.

### ORAL COMMUNICATION (DC)

#122

**GRADE: 12** (fulfills required 4th credit of HS English)

**PREREQUISITE: 3 Years of English**

**CREDIT: 1**

**LENGTH: Semester**

This course focuses on developing effective listening techniques and verbal and nonverbal communication skills through oral presentation, group activity, and other projects. The study of self, conflict, and cultural contexts will be explored, as well as their impact on communication.



### WRITTEN COMMUNICATION (DC)

#112

**GRADE: 12** (fulfills required 4th credit of HS English)

**PREREQUISITE: Final percentage in English 11 must be 70% or higher**

**CREDIT: 1**

**LENGTH: Semester**

This course develops writing skills, which include prewriting, drafting, revising, and editing. The variety of writing assignments are designed to help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. Also develops critical reading and thinking skills through the analysis of a variety of written documents.

Portfolio items include: PAT – Using and Analyzing Web Resources, PAT - APA Recommendation Report, PATs, Direct and Indirect Business Letters

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## MATHEMATICS

\*\*\*Three credits in mathematics are required for graduation. College requirement is three credits which must include Algebra I, Geometry, and Algebra II.

### ALGEBRA I

#403

GRADE: 9

PREREQUISITE: None

CREDIT: 1

LENGTH: Semester

A basic high school math course that is a prerequisite for most high school math and science courses. Algebra I is also beneficial for those who plan to go on to school after high school. This course will concentrate on finding solutions to equations using a variety of methods. Portfolio items for this class include the Christmas Poster Project, a notecard created for an assessment, or an assessment that shows learning objectives being met.

### ALGEBRA II

#405

GRADE: 10-11-12

PREREQUISITE: Algebra I, Geometry

CREDIT: 1

LENGTH: Semester

This course furthers the studies of Algebra I and also includes functions, irrational numbers, higher degree equations and linear systems of equations. Portfolio items for this class would be summative assessments.

### CALCULUS (DC)

#408

GRADE: 11-12

PREREQUISITE: C or better in Pre-Calculus

CREDIT: 1

LENGTH: Semester

This is a mathematics course of change and motion. Calculus is used to model problems in the fields of business, biology, medicine, animal husbandry, and political science. It is useful for further study in nearly all branches of higher mathematics. The major topics are finding limits of functions, calculating derivatives, and evaluating integrals. These topics are used in a variety of applications. Portfolio items for this class would be summative assessments.



### FUNCTIONAL MATH (DC)

#409

Grade: 11 and 12

Prerequisite: Algebra I and Geometry

Credit: 1

Length: 1 Semester

This course is designed for students who have earned credit in Algebra I and Geometry and are planning to enter a trades field at a technical college or planning to enter the workforce directly after high school. Topics covered will be real numbers, basic operations, linear equations, proportions with one variable, percent's, simple interest, compound interest, and annuity. Students will also apply math concepts to the purchasing/buying process and apply math concepts to the selling process and basic statistics with business/consumer applications.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## MATHEMATICS

### GEOMETRY

**#404**

**GRADE: 9-10**

**PREREQUISITE: Algebra I**

**CREDIT: 1**

**LENGTH: Semester**

This is a course of mathematics of lines, points, planes, polygons and circles. Geometry involves a lot of reasoning and thus is highly recommended or required for many lines of work you may choose for your future. Reasoning inductively will also help develop conjectures for the various properties we will learn. Portfolio items for this class include a link to self-created Kahoot, a notecard created for an assessment, or an assessment that shows learning objectives being met.

### PRECALCULUS (DC)

**#406**

**GRADE: 11-12**

**PREREQUISITE: C or better in Geometry and Algebra II**

**CREDIT: 1**

**LENGTH: Semester**

This course deals with functions, vectors, sequences and series, matrices, trigonometry and some elements of calculus. This course is a prerequisite for starting a minor or major in math in college; also for engineering, physics and chemistry. Portfolio items for this class would be summative assessments.



### STATISTICS (DC)

**#407**

**GRADE: 11-12**

**PREREQUISITE: C or better in Geometry and Algebra II**

**CREDIT: 1**

**LENGTH: Semester**

This is an upper level math class. Topics covered will include descriptive statistics, probability, estimation, hypothesis testing, and linear regression. Portfolio items for this class would be summative assessments and the collection and analysis of data project.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## MUSIC

*\*\*\*If taking music all year you MUST sign up for both Semester 1 and Semester 2 of each music class you choose. Band and Choir alternate every other day, so it works great to take them together. However, if you choose Band without Choir you can take Band Appreciation with Band each semester. If you choose Choir without Band you can take Music Appreciation/Applied Voice with Choir each semester.*

### BAND APPRECIATION

**#704.5 Semester 1**

**#705.5 Semester 2**

**GRADE: 9-10-11-12**

**PREREQUISITE: HS Band**

**CREDIT: .5**

**LENGTH: Semester**

Band Appreciation will focus on instrumental performance, music theory, and appreciation of various music genres. The main focus will be to improve your abilities with your main instrument. We will then focus on learning new instruments. Students in this class will be expected to work independently and in small groups. Although guided by Mr. Webb in the classroom, it is up to the student to follow their interests and become proficient on a instrument.

Portfolio items for this class would include life's album assignment, their transposition assignment, or solo and ensemble rubric.. The Class is "NEW" every semester and will not repeat due to the classes independant nature.

### BAND

**#704 Semester 1 / #705 Semester 2**

**GRADE: 9-10-11-12**

**PREREQUISITE: MS Band or Band Director's discretion**

**CREDIT: .5**

**LENGTH: Semester**

Band gives students the opportunity to experience the music of many cultures and genres. Throughout the course of the year, a wide range of music, styles, time periods and performances will be studied. The band program also offers additional performance possibilities. Students can perform as soloists and small ensembles in the District Solo/Ensemble Festival, qualified entries may move on to the state level.

The high school band typically has three evening concerts per year, marches in three to four parades over the summer and early fall, marches halftime shows at all home football games, performs at the District Large Group Festival, performs at school graduation, and has guest clinicians' work with the group. In addition, required performances at home volleyball, basketball and wrestling matches are expected for scheduled pep games throughout the three seasons.

Portfolio items for this class would include concert programs, large group festival, and solo and ensemble rubrics as well as recordings into their portfolio.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## MUSIC

### JAZZ ENSEMBLE

**#708**

**GRADE: 9-10-11-12**

**PREREQUISITE: Band**

**CREDIT: .5**

**LENGTH: Year**

The Jazz Ensemble is open to students who are already enrolled in the band program and qualify through an audition. Jazz is the only purely American style of music. Members of the Jazz Ensemble experience a different and challenging style of music. Jazz Ensemble also offers an environment for students to spontaneously create their own music. The Jazz Ensemble performs at many of the same concerts as the Concert Band.

### CONCERT CHOIR

**#706 Semester 1 / #707 Semester 2**

**GRADE: 9-10-11-12**

**PREREQUISITE: None**

**CREDIT: .5**

**LENGTH: Semester**

Concert Choir is open to all high school students. Concert Choir is designed to further develop the singing voice and music reading ability of each student, as well as to increase their understanding of basic music theory and various musical styles. This course works on developing musical skills including vocal production, rhythm, pitch, dynamics, tempo, note reading and harmony through the medium of rehearsal. The Concert Choir performs two or three concerts per year, participates in the State of Wisconsin district festival and performs for commencement. Members of the Concert Choir may participate in the district Solo-Ensemble Contest. Those who qualify may progress to the State contest.

### SHOW CHOIR

**#709**

**GRADE: 9-10-11-12**

**PREREQUISITE: Choir**

**CREDIT: .5**

**LENGTH: Year**

Show Choir is a select vocal ensemble limited to 24 members. An audition which uses sight reading, pitch memory, pitch accuracy and choreography is required for membership. Music is selected from the pop and show tune repertoire and is usually staged. Show Choir performs for the Winter Concert, Spring Concert, Solo & Ensemble, etc. Concert Choir membership is required for membership in this ensemble. Performances outside of the school format may be required of ensemble members, as determined by the Director.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## MUSIC

### MUSIC APPRECIATION/APPLIED VOICE

**#709.5**

**GRADE: 9-10-11-12**

**PREREQUISITE: Choir**

**CREDIT: .5**

**LENGTH: Year**

Music Appreciation/Applied Voice is the study of basic music elements, the history of music, music careers, music theory, and building a strong foundation for a greater appreciation of music. Many different musical styles, genres, and cultures are represented in teacher led activities. The music program is integrated with classroom curriculum. Voice lessons are part of the course as we prepare music for concerts and performances. Repertoire building and song delivery are emphasized. The course is offered to all Concert Choir and Show Choir members.

## PHYSICAL EDUCATION

### HEALTH 9

**#505**

**GRADE: 9**

**PREREQUISITE: None**

**CREDIT: .5**

**LENGTH: Semester**

Developing your lifestyle—this class is designed to motivate students to minimize premature death, maintain good health, and promote healthy life choices by evaluating their current lifestyle and make the appropriate changes needed for a positive active future. Units include: Personal Wellness, Mental & Emotional Wellness, Nutrition, Alcohol and Other Drugs (AODA) and Human Growth and Development. This class alternates the semester with Physical Education 9. Portfolio examples include: Unit Exams, Individual Learning Projects, Goal Forms, Food Journal, Article Reflections.

### MEDICAL TERMINOLOGY (DC)

**#507**

**GRADE: 11-12 (10 with teacher approval)**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

Medical Terminology focuses on the basic anatomy and physiology of each body system along with the medical terms associated with those systems. In addition to A&P, students learn the following: operative, diagnostic, therapeutic, symptomatic and surgical terminology, including both terms that are not derived from word parts along with those medical terms that are built from word parts which include prefixes, word roots, suffixes and combining vowels. Word parts and their meanings are also memorized, along with medical terms not built from word parts. Portfolio examples include: Chapter Exams and Independent Medical Conditions Project.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## PHYSICAL EDUCATION

### PHYSICAL EDUCATION 9

**#500**

**GRADE: 9**

**PREREQUISITE: None**

**CREDIT: .5 credit alternate day for two nine-week terms**

**LENGTH: Semester**

This class will reinforce the five components of physical fitness as well as encourage a health enhancing lifestyle through active participation. Students will engage in "choice curriculum" activities including: Ultimate Frisbee or Flag Football, Tennis & Disc Golf or Archery, Mountain Biking or Inline Skating & Rock Climbing, and Cross Country Skiing & Snowshoeing or Floor Hockey. We will also participate in Swimming, Net Games, and Fitness Testing units. This class alternates with Health. Portfolio items for this class could include Fitness Testing results and Swimming Unit Results.

### PHYSICAL EDUCATION 10

**#501**

**GRADE: 10**

**PREREQUISITE: None**

**CREDIT: .5 credit**

**LENGTH: Semester**

This class will reinforce the five components of physical fitness as well as encourage a health enhancing lifestyle through active participation. Students will engage in "choice curriculum" activities including: Ultimate Frisbee or Flag Football, Tennis & Disc Golf or Archery, Mountain Biking or Inline Skating & Rock Climbing, and Cross Country Skiing & Snowshoeing or Floor Hockey. We will also participate in Net Games, Team Handball/Takraw, and Fitness Testing units. This class alternates each 9-week quarter with Personal Finance and Computer 10. Portfolio examples include: Unit Exams, Fitness Testing Personal Reflection/Goal Setting Project.

### PHYSICAL EDUCATION 11

**#502**

**GRADE: 11**

**PREREQUISITE: None**

**CREDIT: .5 credit**

**LENGTH: Semester**

This course concentrates on learning and improving skills in lifetime sports. Fitness units may include social dance, golf, tennis, cross-country skiing, snowshoeing, rollerblading, broomball, badminton, community water safety and mountain biking. Tournament play in many areas is included. Portfolio items for this class could include the Junior Fitness Paper and Summative Assessments and Rubrics.

### PHYSICAL EDUCATION 12

**#504**

**GRADE: 12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

Total Body Fitness: Physical, Mental & Social. A wide variety of activities will be used to develop the complete student. Many different activities which include weight training, conditioning drills, touch football, soccer, archery, badminton, volleyball, basketball, gymnastics, floor hockey, cross country skiing, softball, field trips to local lifetime wellness destinations.. This class is a good experience for any student.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SCIENCE

\*\*\*Three credits in science are required for graduation. Three credits are required for college.

### Body Structure and Function (DC)

#304

GRADE: 11-12

PREREQUISITE: Biology

CREDIT: 1

LENGTH: Semester

This course in biology takes an in-depth look at the essential principles of human anatomy and physiology. Topics include histology and tissues, and the following human systems: integumentary, skeletal, muscular, nervous, cardiovascular system and more. Students will actively participate in microscope, lab dissection and project work. Students may receive college credit for the Body Structure and Function class for NTC's Surgical Technician Program. Portfolio items for this class include evidence of the multiple dissections including the fetal pig dissection and various microscope sketches.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SCIENCE

### BIOLOGY

**#301**

**GRADE: 10**

**PREREQUISITE: General Science**

**CREDIT: 1**

**LENGTH: Semester**

This course takes a more rigorous approach to the study of biology. Topics include ecology, population biology, biomes, cell biology, genetics along with invertebrate and vertebrate diversity. Students will actively participate in microscope, lab dissection and project work. Portfolio items for this class include the Minnow Ponds Pond Life Project or a Cell Video Project.

### CHEMISTRY

**#303**

**GRADE: 10-11-12**

**PREREQUISITE: C or better in Algebra I**

**CREDIT: 1**

**LENGTH: Semester**

This course teaches the fundamentals of chemistry. Topics of concentration include atomic structure, chemical bonding, chemical reactions, and states of matter. This course is recommended for college bound science students. Portfolio items for this class would be any formal lab report.

### ENVIRONMENTAL SCIENCE

**#305**

**GRADE: 11-12**

**PREREQUISITE: Applied/Honors Biology**

**CREDIT: 1**

**LENGTH: Semester**

This course develops awareness through a hands-on and in-the-field approach to the local environment. Topics include a strong focus on the water while completing water tests in the Scotch Creek and Rib River, ecological footprints, invasive species, land use and renewable/nonrenewable energy. Students will actively participate in field work and project work. Portfolio items for this class include the Scotch Creek paper and documentation of field work at the Rib River, school forest and more.

### GENERAL SCIENCE

**#300**

**GRADE: Required 9**

**CREDIT: 1**

**LENGTH: Semester**

This course will cover some basic concepts of both chemistry and physics. Chemistry is the study of what the matter around us is made of and how it may react and change. Atomic structure, chemical bonding, and chemical reactions will be some of our main chemistry topics. Physics is about the interaction of energy and matter. Our main physics topics will focus on describing motion, forces, and conservation of energy. Portfolio items would be any formal lab report.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SCIENCE

---

### PHYSICS

**#307**

**GRADE: 11-12**

**PREREQUISITE: B or better in Algebra I; Geometry is highly recommended.**

**CREDIT: 1**

**LENGTH: Semester**

This course is intended for the college bound science student as an introduction to physics. The first part of the course will focus on the branch of physics called mechanics: motion and forces, gravity, friction, conservation of energy, and momentum. The second part of the course will deal with wave properties, including sound, light, and optics. Techniques for data collection and analysis will be stressed. Portfolio items for this class would be any formal lab report.

### DRIVER'S EDUCATION

---

#### DRIVER'S EDUCATION

**GRADE: 9-10**

**PREREQUISITE: None**

**CREDIT: .25**

**LENGTH: Summer School only**

The classroom portion of driver's education is only offered during the summer. If you were born before June 1 of 2009 (6-1-09), you may take the driver's ed. classroom during the summer of 2023. The registration for these summer sections will be done later in the spring along with the summer school enrollment. The behind-the-wheel portion of driver's ed. (six hours of driving and six hours of observing) will continue to be scheduled throughout the year as students become old enough to get their permits

### SOCIAL STUDIES

---

*\*\*\* Three credits in Social Studies are required for high school graduation and admission to most colleges.*

#### COMPARATIVE GOVERNMENT AND GEOGRAPHICAL ISSUES

**#203**

**GRADE: Required 11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

In Comparative Government and Geographical Issues, students study governmental topics from the philosophy behind government, to the foundations of American Government and various other forms of government found around the world, to foreign policy issues facing today's leaders. In addition, we will discuss both state and local governments and the impact they have on our daily lives. Throughout this class, students will not only learn about key people and events related to government and its role in the world we live in, but they are also challenged to connect the past to the present, research topics of personal interest to answer a compelling question, and use analytical skills to develop creative projects. Portfolio artifacts include: letter to a representative, political party identification project, and Middle East country project.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SOCIAL STUDIES

### CONTEMPORARY UNITED STATES HISTORY

**#201**

**GRADE: Required 10**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

This course examines American History during the 20<sup>th</sup> Century. The course addresses the major cultural, economic, political, and social trends occurring during the time period. Major areas of study include World War I, the Roaring 20s, the Great Depression, World War II, the Cold War, 1960's Civil Rights Movement, the Vietnam War, Watergate, and 1970's/1980's. Portfolio artifacts include: Economic Prosperity Presentation, World War II Legacies Narrative Timeline, Civil Rights Activist Narrative Photo Essay, and/or Vietnam War Info-Graphic.

### History Through Media

**#245**

**GRADE: 11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

The History Through Film curriculum offers students a unique way to view American history through the Hollywood lens. Through film analysis, students will gain new insight into historical themes such as media bias and historical accuracy in social issues, politics, and conflict. The course will demand high-level composition work, honing student writing and revision skills as they write reaction and analysis papers to films viewed in class. Students will also practice higher-level thinking skills while participating in Socratic seminars. In addition to learning historical accounts, students will explore how Hollywood and media impact how we view history as well as how it forms opinions.

### Global Studies

**#200**

**GRADE: Required 9**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

This course examines global issues our world is currently facing. The course addresses major geographic, cultural, economic, political, and social problems of the 21st century. Major areas of study include: Where in the World, a study of the Five Themes of Geography; Scarcity: A Story of The Haves and Have Nots, a study of global economics; Power: The Ruler(s) and the Ruled, Culture and Conflict and Collapse: Is Humanity Doomed to Fail, and current global issues. Portfolio artifacts include: a country travel brochure, *Shark Tank* presentation, a conflict essay, Current Events project, and summative tests.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SOCIAL STUDIES

### INTRO TO PSYCHOLOGY(DC)

#209

**GRADE:** 11-12

**PREREQUISITE:** Must achieve a final grade percentage in Contemporary US History of 80% or higher

**CREDIT:** 1

**LENGTH:** Semester

*Introduction to Psychology* is a 3-credit transcribed course through Northcentral Technical College (NTC) located in Wausau. This introductory course in psychology is a survey of the multiple aspects of human behavior. It involves a survey of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, physiological factors, and social influences. It directs the student to an insightful understanding of the complexities of human relationships in personal, social, and vocational settings. Portfolio artifacts include: sleep journal, behavior modification plan, and build your own experiment.



### INTRODUCTION TO SOCIOLOGY (DC)

#295

**GRADE:** 11-12

**PREREQUISITE:** Must achieve a final grade percentage in Contemporary US History of 80% or higher

**CREDIT:** 1

**LENGTH:** Semester

This course provides instruction on the vital, realistic and practical methods of thinking which are in high demand in all occupations of substance today. Decision making, problem solving, detailed analysis of ideas, troubleshooting, argumentation, persuasion, creativity, setting goals and objectives and more are considered in depth as the student applies specific thinking strategies and tools to situations in a wide variety of workplace, personal, academic and cultural situations. Classroom instruction is demonstration, discussion, project and teamwork based. Assignments range from the short and simple to the detailed and complex. Reality and practicality are the focuses all through the course. These skills are in high demand by employers. Having this course in your background can significantly enhance your appeal as an employee.



## TECHNOLOGY & ENGINEERING EDUCATION

### CIVIL ENGINEERING and ARCHITECTURE (DC)

#823 (offered based on interest)

**GRADE:** 10-11-12

**PREREQUISITE:** None

**CREDIT:** 1

**LENGTH:** Semester

This is an engineering course that provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands on activities and projects. When possible we will visit an active construction site to view the progress each week. **Students will complete the NTC coursework for transcribed credit for the courses: Revit Residential for Architectural Design (2 credits) and Industrial Electronics (2-3 credits).**



## Key/Navigation

Click the Links to Jump to the Page

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## TECHNOLOGY & ENGINEERING EDUCATION

### GRAPHICS TECHNOLOGY 1

#824

**GRADES 10-11-12**

**PREREQUISITE: None**

**Credit: 1**

**LENGTH: Semester**

**FEE: \$10**

In this intro course students will be introduced to the graphics world. Students will be screenprinting, using photoshop, learning the ins and outs of video editing, taking digital photographs and working with lasers, as well as being involved in an entrepreneur project. Students will create individual and group assignments within each of these units. **Students will complete the NTC coursework for Introduction to Graphic Software and Design (2 credits).** Portfolio items for this class include the 1 and 2 color screen printing, Milk Moustache, slideshow video, pop art, mouse pads.

### GRAPHICS TECHNOLOGY 2 (DC)

#826

**GRADES 10-11-12**

**PREREQUISITE: Graphics 1**

**Credit: 1**

**LENGTH: Semester**

**FEE: \$10**

This is the second level course in graphics. This course is offered as a dual credit course through Northcentral Technical College. Upon completion of coursework students will receive college credit for their work. Students will create higher end video projects, complete three, four and process color screenprint work, use photoshop and digital photography to create template and poster pictures ready for print. This class will also produce and run production style print jobs and laser work. Portfolio items for this class include real-life customer experiences, ABC's of Photoshop, 3-4 color screen printing. **Students will complete the NTC coursework for Photoshop/Image Manipulation (2 Credits).**



### INTRODUCTION TO TECHNOLOGY & ENGINEERING

#820

**GRADE: 9-10-11-12**

**PREREQUISITE: None**

**CREDIT: 1**

**LENGTH: Semester**

This is the introduction course in the technology and engineering department at Edgar High School. Students interested in engineering, woods manufacturing and graphics careers and courses should take this introduction level course. This course will develop basic problem solving skills using a design, development and production process. Students will create projects within the engineering field which will be used in the fields of woods manufacturing and graphics communications. If you are interested in a career as an engineer, a trade's worker (plumber/electrician/construction, etc), a graphic designer or any other hands on career, this is the course for YOU!!! Portfolio items for this class include the Engineering Exploration Paper, Mouse Trap Car, Design Process Project, Screen Printing Project and AutoDesk Inventor Drawings.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## TECHNOLOGY & ENGINEERING EDUCATION

### PRINCIPLES OF ENGINEERING (DC)

#835 (offered in 2020-21, offered every other year)

**GRADE:** 10-11-12

**PREREQUISITE:** None

**CREDIT:** 1

**LENGTH:** Semester



This course explores the wide variety of careers in engineering and technology and looks at various technology systems and manufacturing processes. Using activities, projects and problems, students learn first-hand how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. Students looking at pursuing a career in engineering should take this hands-on class to experience what engineers do and see each day.

Portfolio items for this class include the Marble Sorter, Career in Engineering Paper and 12 step design process project.

**Students will complete the NTC coursework for transcribed credit for the courses: Interpreting Engineering Drawings (2 credits) and Precision Measuring (2 credits).**

### WOODS 1

#831

**GRADES** 10-11-12

**PREREQUISITE:** None

**Credit:** 1

**LENGTH:** Semester

**FEE:** \$10

This is an intro level course in the area of woodworking. Students enrolling in woodworking will cover safety and informational units on all machines they will be working with. Students will then use this knowledge to create projects including but not limited to: mirrored coat rack, cabinet, coffee table and an end table. There will be additional course costs which students will incur during the process of this course. Safety glasses and a tape measure are required for this course. Portfolio items for this class include all projects the student creates during the course.

### WOODS 2 (DC)

#833

**GRADES** 11-12

**PREREQUISITE:** Woods 1

**Credit:** 1

**LENGTH:** Semester

**FEE:** \$10.00



This is the second level course in construction and woodworking. Woodworking will include the design, layout and construction of an individual project. Students will also be running production jobs for the sale and service of products. Students may be required to purchase materials for the final project. Portfolio items for this class include Manufacturing Assembly Project, Personal Capstone Project.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## JOB SHADOWING

---

Open to ALL students-no credit given. To aid students in making career choices, they may apply for job shadowing. Students will become familiar with the daily work routine and responsibilities associated with a particular career. They spend at least one-half day observing someone in a chosen occupation. Please visit the counseling office to make arrangements.

## SCHOOL-TO-CAREER PROGRAM

---

### Eligibility Requirements for the School-to-Career (COOP & YA) Program:

1. Students must be enrolled in a course related to the corresponding career field.
2. Student must have an overall GPA of 2.0 or higher.
3. Student must maintain a C or better in COOP/YA course.
4. Students must maintain the academic and attendance requirements required by EHS.
5. Students must observe company rules and other requirements identified by the employer.
6. If a student is receiving a failing grade at semester time; student will be withdrawn from the program.
7. If a student is fired from their place of employment; student will receive a failing grade in their corresponding course through school.

### All students enrolled in the School-to-Career (COOP & YA) Program must complete the school-related course work:

1. Students will complete weekly assignments due Friday of each week (Google Classroom).
2. Students will turn in weekly signed timesheets due Monday of each week, documenting the previous weeks hours worked. (Google Sheets)
3. Complete semester projects.
4. Evaluations done by the workplace supervisor.



## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SCHOOL-TO-CAREER PROGRAM

### COOP

**#829 Semester 1 / #830 Semester 2**

**GRADE: 12**

**PREREQUISITE: See Eligibility Requirements**

**CREDIT: .5 (per semester)**

**LENGTH: 1 Semester-1 Year**

The School-to-Career/COOP program is designed to connect what students are learning in the classroom to the real world. Students will combine classroom work with specific job-related skills to gain “on-the-job” training in a field of interest. The classroom portion of the COOP program is designed to help students see how what is happening in the world affects them as both workers and consumers, communicate with others, and to use various forms of technology. Edgar High School has numerous School-to-Career options available including full year COOPs in various fields. Please see the School-to-Career school coordinator for field specific information. Students must complete a minimum of **90 hours per semester**. Portfolio artifacts include on-the-job experiences and employer evaluations.

**YOUTH APPRENTICESHIP-1<sup>st</sup> Year: (YA1) or (YA2)**

**YOUTH APPRENTICESHIP-2<sup>nd</sup> Year: (YA3) or (YA4)**

**#827 1<sup>st</sup> Semester of YA/#828 2<sup>nd</sup> Semester of YA**

**#837 3<sup>rd</sup> Semester of YA/#838 4<sup>th</sup> Semester of YA**

**GRADE: 11-12**

**PREREQUISITE: See Eligibility Requirements**

**CREDIT: 1 (per semester)**

**LENGTH: 1-2 Years**

Edgar High School's Youth Apprenticeship program is run in compliance with Wisconsin's Youth Apprenticeship program as a part of a statewide School-to-Career initiative. It is designed for high school students who want hands-on learning in an occupational area at a worksite along with classroom instruction. Students will spend part of the day at a local job site working and learning (may or may not leave during the school day), for which he/she will be paid and also receive academic credit and a grade. Students are also required to be enrolled in a related course in the area of study each semester in the program.

This one or two year program combines academic and technical instruction with mentored on-the-job learning. Edgar High School has numerous Youth Apprenticeship options available in various fields (see descriptions below). Please see the School-to-Career school coordinator for field specific information. Portfolio artifacts include on-the-job experiences, YA Day at NTC, and Employer Evaluations.

### Youth Apprenticeship Career Fields Available:

#### Agriculture, Food & Natural Resources

- The Agriculture, Food, and Natural Resources (AFNR) career cluster involves careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services. This Youth Apprenticeship (YA) occupational area focuses on three path-ways within the Agriculture, Food, and Natural Resources industry: Animal Systems, Agribusiness Systems, and Plant Systems.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## SCHOOL-TO-CAREER PROGRAM

### Architecture & Construction

- The Architecture and Construction career cluster involves careers in the designing, planning, management, building and maintaining the built environment. Architectural employees need to possess strong math and computer skills.

### Arts, A/V & Communication Technology

- Arts, A/V Technology and Communications Career Cluster -- Printing Technology Pathway careers range from press operators to customer service representatives and sales. The print industry "applies creativity and technical skills to transform text and graphics into finished products." Industries range from commercial printing, label and tag printing, greeting card printing, specialty printing, packaging printing, to other trade services, such as binding and finishing.

### Finance

- Financial and insurance services establishments engage in planning and serving customer investment, banking, insurance, and business financial management needs. Furthermore, all finance employees need to possess strong customer service and math skills along with computer fluency.

### Health Science

- The Health Science Youth Apprenticeship (YA) in Wisconsin is a school-to-work program that provides high school junior and/or senior students with a working understanding of specific skills common to healthcare careers by integrating learning in the classroom with learning at the worksite. The Healthcare Industry offers a variety of potential worksite possibilities. Hospitals, long-term care residential facilities, community-based facilities, medical offices, clinics, pharmacies, and even insurance companies all hire employees with different kinds of health science skills.

### Hospitality, Lodging & Tourism

- Hospitality, Lodging & Tourism encompasses the management, marketing, and operation of restaurants, lodging, attractions, recreation events, and travel related services. ALL hospitality and tourism service workers need to possess good customer service skills.

### Information Technology

- The IT career cluster involves careers in the design, development, support, and management of hardware, software, multimedia, and systems integration. IT employees need to possess strong problem solving and customer service skills. Therefore, the IT Youth Apprenticeship (YA) program was structured to require industry-wide foundational skills and industry-specific technical skills.

### Manufacturing

- Manufacturing establishments engage in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Furthermore, all manufacturing workers need to possess flexibility of skills in order to respond to rapidly changing industry demands.

## Key/Navigation

[Click the Links to Jump to the Page](#)

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

### Science, Technology, Engineering & Math (STEM)

- The Science, Technology, Engineering, & Math (STEM) cluster provides thousands of career opportunities for learners with an interest in math, science, and problem-solving. Students who pursue one of these careers will be involved in planning, managing, and providing valuable scientific research and technical services. STEM YA students are required to perform all of the Core Employability and Safety skills at the worksite. In addition, Level One (one year) YA students are to choose additional competencies from the REQUIRED STEM Unit in their specific pathway. Level Two (two year) YA students are to complete all of the Level One requirements plus an additional unit within their chosen pathway.

### Transportation, Distribution & Logistics

- This diverse career cluster encompasses careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water. The Cluster includes related support services, such as infrastructure planning and management, logistics services, and maintenance of mobile equipment and facilities.

## ONLINE LEARNING OPTIONS

### CWETN Network 2023-2024

#### HIGH SCHOOL-TO-HIGH SCHOOL COURSES

*Over 100 courses are available via the distance learning program. Contact Mrs. Doll with questions on available courses.*

#### COLLEGE CREDIT COURSES

#### UNIVERSITY OF WISCONSIN CREDIT COURSES

*These courses are of college level integrity and rigor. These courses are for University of Wisconsin System credit. Courses will be taught on the university calendar as stated in the course syllabus. Absences due to conflicting high school activities must be pre-arranged with the instructor, and students will be responsible for any missed work. Grading and drop procedures will follow the university schedule.*

##### College Freshmen English (ENGL 101)

**Prerequisite(s):** Must qualify based on placement test score. Requires completion of online student application and submission of transcripts.

**Description:** A composition course focusing on academic writing, the writing process, and critical reading.

**Credits:** UW System Credit (3.0).

**Length:** 1 Semester (1<sup>st</sup> Semester).

##### College Sophomore English (ENGL 202)

**Prerequisite(s):** Must qualify based on ENG 101 (C or better).

**Description:** A rhetoric course that focuses on writing which presents information, ideas, and arguments, with attention to the essay and techniques of documentation. Emphasis will be on academic writing which is applicable across the curriculum.

**Credits:** UW System Credit (3.0).

**Length:** 1 Semester (2<sup>nd</sup> Semester).

## Key/Navigation

Click the Links to Jump to the Page

### Career Pathways

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business, Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections, & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [STEM](#)
- [Transportation, Distribution, & Logistics](#)

### Course Offerings

- [Agriculture & Natural Resources](#)
- [Art](#)
- [Business Education](#)
- [English Language Arts](#)
- [Family & Consumer Science](#)
- [Foreign Language](#)
- [Math](#)
- [Music](#)
- [Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Technology & Engineering Education](#)
- [School-to-Career](#)
- [Online Learning Options](#)
- [College Credit Courses](#)

## COLLEGE CREDIT COURSES

### NORTHCENTRAL TECHNICAL COLLEGE CREDIT COURSES

*These courses are of technical college level integrity and rigor. They are for Wisconsin Technical College System credit and may be recognized by Universities and Colleges within and outside of the University of Wisconsin System (for details on the transferability of these courses please see Mrs. Doll or go to [uwhelp.wisconsin.edu](http://uwhelp.wisconsin.edu)). Grading and drop procedures will follow Northcentral Technical College standards and regulations.*



#### ADVANCED WELDING (DC)

**Credits:** Northcentral Technical College Credit (2.0)

#### ANIMAL SCIENCE (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### BODY STRUCTURE AND FUNCTION (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### CALCULUS (DC)

**Credits:** Northcentral Technical College Credit (4.0)

#### CIVIL ENGINEERING and ARCHITECTURE (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### FUNCTIONAL MATH (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### GRAPHICS TECHNOLOGY 2 (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### INTRODUCTION TO BUSINESS (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### INTRODUCTION TO DIGITAL PHOTOGRAPHY (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### INTRODUCTION TO PSYCHOLOGY (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### INTRODUCTION TO SOCIOLOGY (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### MEDICAL TERMINOLOGY (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### ORAL COMMUNICATION (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### POWER MECHANICS/TRACTOR RESTORATION (DC)

**Credits:** Northcentral Technical College Credit (3.0)

#### PRE-CALCULUS (DC)

**Credits:** Northcentral Technical College Credit (3.0)

	<p><b>PRINCIPLES OF ENGINEERING (DC)</b> Credits: Northcentral Technical College Credit (3.0)</p> <p><b>SANITATION FOR FOOD SERVICE OPERATIONS (DC)</b> Credits: Northcentral Technical College Credit (3.0)</p> <p><b>STATISTICS (DC)</b> Credits: Northcentral Technical College Credit (3.0)</p> <p><b>WRITTEN COMMUNICATION (DC)</b> Credits: Northcentral Technical College Credit (3.0)</p> <p><b>WOODS 2 (DC)</b> Credits: Northcentral Technical College Credit (3.0)</p>
--	---

## Edgar High School – Club Opportunities

Student involvement in music, clubs and sports have better attendance, grades, and test scores, according to the National Center for Education Statistics.<sup>1</sup>

*Open to grades 9-12 - unless otherwise listed*

- **Annual Staff** Work on Yearbook, Photography, Digital Layout--Leave your special fingerprint on your high school memories
- **Art Club** Work on murals, senior hall panel, field trips to museums, create ceramics for community projects and fundraisers
- **Big Buddy** Mentor elementary students to develop academic and social skills
- **ETC - Edgar Theatre Company** Fall Play open to 9-12th graders for cast & crew to learn about producing a live show; auditions first week of school
- **FBLA - Future Business Leaders of America** Learn about business and business-related fields to develop vocational and career supportive competencies and to promote civic and personal responsibilities
- **FCA - Fellowship of Christian Athletes** FCA meets each Wednesday during lunch to challenge students, athletes and coaches to reach your full potential through comprehensive athletic, spiritual and leadership training
- **FCCLA - Family Career and Community Leaders of America** Community service activities and leadership opportunities including Spring Festival, Cupcakes beCause, Winter Wonderland volunteering and so much more
- **FFA - Future Farmers of America** Work on leadership, personal growth & career success through agricultural education
- **Flag Corp** Perform flag routines during marching band performances
- **Forensics** Choose from 20 areas including various areas of public speaking, poetry, prose, demonstrations, group or solo acting to develop critical performance skills to help in your future education and careers (Dec through April)
- **Ice Fishing Club** Experience ice fishing no matter your level or expertise
- **Jazz Ensemble** Audition to experience an environment to spontaneously create your own music
- **Marching Band** Perform in local parades and five parades up north on the 4<sup>th</sup> of July

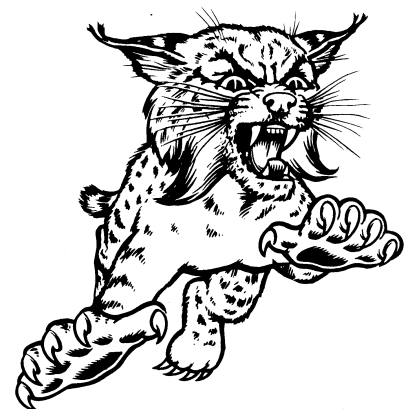
- **Math League** Students involved in Geometry, Algebra II, or advanced math courses are eligible to participate in math competition
  - **NHS - National Honor Society** Recognizes those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character (11<sup>th</sup> and 12<sup>th</sup> grades only - must apply)
  - **Pep Band** Performs upbeat music at athletic events
  - **Show Choir** Audition to be in Show Choir where music from the pop and show tune repertoire is selected and performed
  - **Ski Club** Ski or snowboard during the winter months on Thursday evenings
  - **Spanish Club** Participate in activities throughout the year to increase their understanding of the Spanish language, Hispanic culture and the world
  - **Student Council** Become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and all students
16. David Huss - Social Studies
  17. Jackie Imhoff- Art
  18. Jamie Koehler - Middle School Guidance & MS/HS Assessment Specialist
  19. Andrew Lukasko - Physical Education/Health
  20. Arielle Mueller - Special Education
  21. Daniel Prazuch - English
  22. Rob Rauen - Director of Building and Grounds
  23. Matt Reinders - Agriculture
  24. Jenna Reisen - Speech/Language Clinician
  25. Kevin Ruplinger - Science/Physical Science/Driver Education
  26. Jacob Skalitzky - Social Studies
  27. Sierra Snapp - Mathematics
  28. Greg Streit - Technology Education
  29. Chris Trawicki - Technology Coordinator
  30. Dennis Webb - Instrumental Music
  31. Emily Yeung - Reading/Social Studies
  32. Jen Zynda - School Psychologist

The School District of Edgar does not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities it operates or in employment.

## 2023-24 HIGH SCHOOL PROFESSIONAL STAFF

As of January 2023

1. Dr. Cari Guden - District Administrator
2. Thomas McCarty - Principal
3. Megan Koroch - Special Education Coordinator
4. Ashley Blenker - ODS Special Education
5. Nathan Dahl - Science/Biology
6. Adam Decker - Physical Education/Health
7. Marisa Doll - High School Guidance Counselor
8. Andrew Diestelhorst - Mathematics
9. Kristine Federwitz - Family & Consumer Science/District STC Coordinator
10. Tammi Gianneschi - Special Education
11. Kristine Hafferman - Vocal Music
12. Linda Hamann - LMC Director
13. Connor Handrick - Physical Education/Health
14. Bobbi Jo Hasz - Spanish
15. Tina Higgins - English



# SCHOOL DISTRICT OF EDGAR COUNSELORS

Elementary School Counselor  
(Grades PK-5)

Jennifer Pritzl  
[jpritzl@gapps.edgar.k12.wi.us](mailto:jpritzl@gapps.edgar.k12.wi.us)  
(715) 352-2727 ext. 125

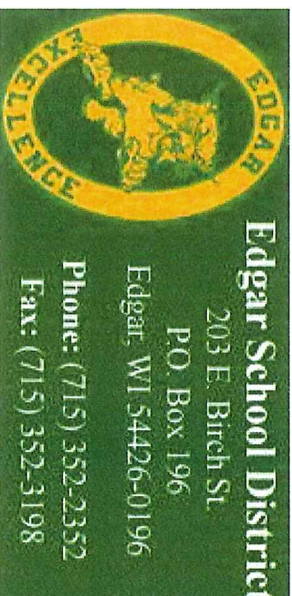
Middle School Counselor  
(Grades 6-8)  
&  
Assessment Specialist

Jamie Koehler  
[jkoehler@gapps.edgar.k12.wi.us](mailto:jkoehler@gapps.edgar.k12.wi.us)  
(715) 352-2352 ext. 189

High School Counselor  
(9-12)  
Marisa Doll  
[mdoll@gapps.edgar.k12.wi.us](mailto:mdoll@gapps.edgar.k12.wi.us)  
(715) 352-2352 ext. 112

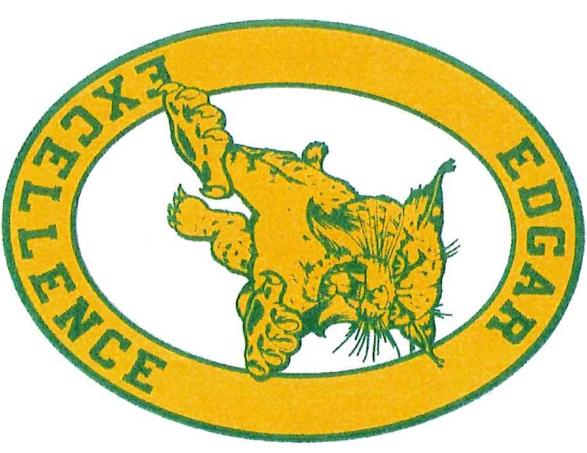
## School Counseling Mission Statement

*The School District of Edgar, in partnership with families and the community, is committed to providing a safe, nurturing environment. We will provide equal opportunities for a quality education that will challenge each student to reach their maximum potential in life and become productive members of our global society.*



Revised 7/26/2022

# School District of Edgar



# K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAM

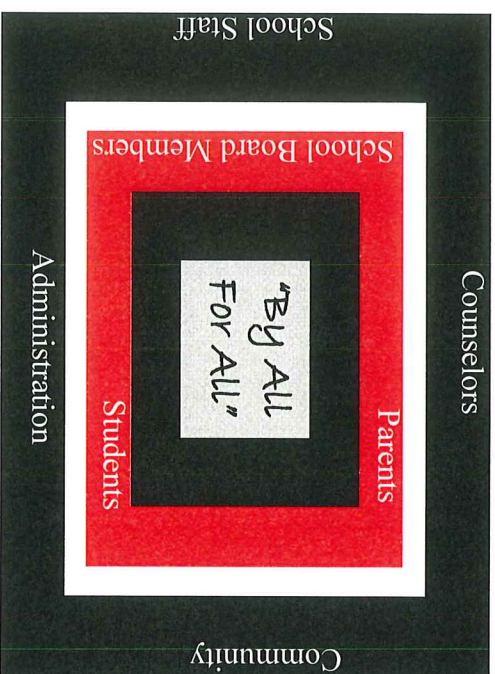
## Program Features

- Services 100% of the students K-12.
- Strong emphasis on student/parent/counselor conferencing.
- The Counseling Curriculum content is delivered in a systematic manner to all students.
- Wisconsin School Counseling Student Content Standards make this like all other educational programs.

## Program

## Advantages

- Focuses on social/emotional/academic success for all students and gives students a purpose for learning.
- Prepares all students to succeed in the curricular domains:
  - Academic development
  - Career development
  - Personal/Social development
- Provides counselors the opportunity to collaborate with parents and the community to benefit all students.



Counselors

Parents

Community

School Board Members

School Staff

Administration

## Four Program Components

### *Delivery System*

- Counseling Curriculum
- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent Workshops

### Individual Student Planning

- Individual or small group appraisal
- Individual or small-group advisement
- Student and parent educational/career planning conferences

### Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer facilitation

### System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

### Confidentiality

All personal information shared with a school counselor is confidential unless it involves:

1. Harming self or others
2. Abuse and/or neglect

## K-12 Comprehensive

## School

## Counseling Program

### By All

All supports in a student's life play an integral part in a comprehensive guidance program.

### For All

All students in the school are a part of the program.

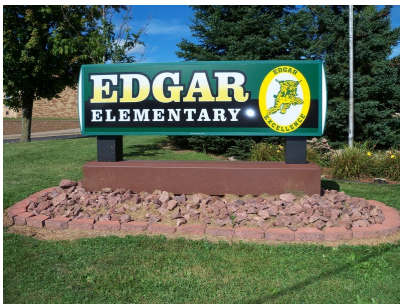


## EDGAR ELEMENTARY SCHOOL

---

Standards-based classrooms allow teachers to plan instruction including interventions, acceleration, and/or enrichment, based on specific data gathered around learning goals and targets from the Common Core State Standards. Standards-Based classrooms focus on three critical questions:

1. What are the expectations of the standards? What do we want the students to know?
2. How will the teachers know the students have met those expectations?
3. How will the teacher adjust a student's instruction to meet his/her needs?



Edgar School District

EDGAR ELEMENTARY SCHOOL

112 N. 2nd Ave.  
PO Box 198  
Edgar, WI 54426

Phone: 715-352-2727  
Fax: 715-352-3022  
Website: [www.edgar.k12.wi.us](http://www.edgar.k12.wi.us)

EDGAR ELEMENTARY SCHOOL

---

## STANDARDS-BASED REPORT CARDS PARENT GUIDE



EDGAR EXCELLENCE

---

2016-2017

## STANDARDS BASED GRADING AND REPORT CARDS



Edgar Elementary School has developed a new elementary report card that is Standards-Based. The change comes

from the belief that our previous report card did not fully communicate what students were expected to know and be able to do. The goal is for our parents to have a complete understanding of how their children are performing in each of the subject areas.

The format of the new report card helps you better understand your child's achievement of essential skills based on the Wisconsin Department of Public Instruction State Standards. These standards specify what students are expected to learn and be able to do at each grade level. Student grades will now reflect how well students are achieving these skills.

## GRADE MARK LEGEND

The elementary report cards have a new look and will continue to be issued four times a year. The report cards will have three significant changes: 1) they include many more specific items relating to the knowledge and skills your child should attain by the end of the year, 2) instead of letter grades, four numbers will be used to reflect your child's progress toward meeting each standard and 3) each subject will have an **ACADEMIC** grade and a **PERSONAL DEVELOPMENT** grade. The numbers are as follows:

**4.....ACADEMIC:** meets the standard consistently and independently

**PERSONAL DEVELOPMENT:** Student's behavior serves as a model for others and enhances the learning environment.

**3.....ACADEMIC:** progressing toward meeting the standard

**PERSONAL DEVELOPMENT:** Student's behavior contributes positively and helps maintain a positive learning environment.

## GRADE MARK LEGEND, CONTINUED...

**2.....ACADEMIC:** limited progress toward meeting the standard

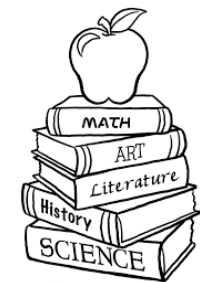
**PERSONAL DEVELOPMENT:** Student's behavior at times interferes with or disrupts the learning environment (needs frequent reminders and redirection)

**1.....ACADEMIC:** has not yet made progress in meeting the standard

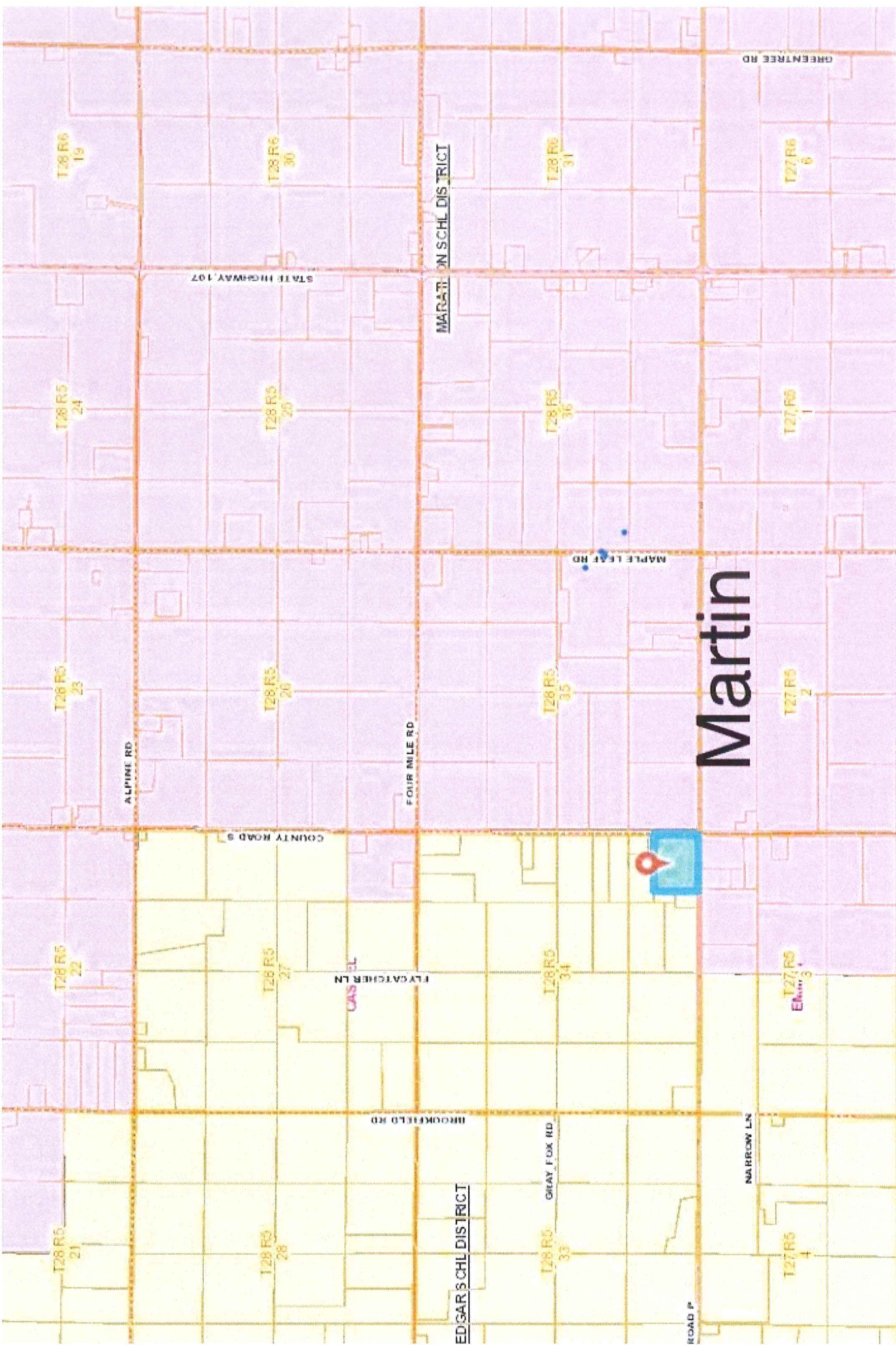
**PERSONAL DEVELOPMENT:** Student's behavior repeatedly disrupts or significantly impedes the learning environment

Each subject area will also get an effort grade. The effort grade is as follows:

VG—Very Good  
S—Satisfactory  
I—Improving  
N—Needs to Improve



# Martin



To: School District Boundary Appeal Board (SDBAB)  
From: Cari Guden  
Date: May 9, 2023

Re: Potential Land Transfer Consideration and Appeal

The Edgar and Marathon schools received documentation for considering land transfers for the 2023-24 school year. There are many facts that the School District of Edgar considered prior to denying the Martin Request of transfer.

1. The taxed land values are important when considering the impact to district valuation.  
Edgar property #1(Martin): \$289,300
2. Current school age and infant children residing at the properties, as we are aware.  
Edgar property #1 (Martin): Twin toddlers and newborn. (3)
3. Using \$10,657 (Edgar) as the per pupil revenue limit calculation figure and forecasting future revenue impact over the 12 years of education (excluding 4K) for the next 17 years:  
  
3 students x 12 years x \$10,657 = \$383,652 revenue limit calculation (Edgar will lose these dollars over the next 12 years)
4. Even if the students do open enroll out it is still a loss of revenue for Edgar. Current revenue limit is \$10,657 minus current OE out rate \$8,224 = \$2,433 net revenue

$$3 \text{ students} \times 12 \text{ years} \times \$2,433 = \$87,588$$

If the **Board approved the Martin detachment/attachment** petitions the following **NEGATIVE** Impact would occur for Edgar:

<b>Property Value Loss = \$279,500</b>
<b>**FTE loss of 3 students</b>
<b>**Revenue Limit loss due to 3 less FTE = Loss of \$383,652 over 12 years (3 X 12 X 10,657) = 383,652</b>

\*\*The numbers in this document are all estimates and may change over the course of 12 years. There are many variables within these examples. Dollar amounts given are current and the timeframe is assuming students remain with districts for 12 years. It is also assumed the students are not in Special Education.

As I have noted above, this land transfer would equate to a significant loss of revenue for the School District of Edgar over the next 12 years. Our district has been in a financial crisis since 2020. We asked our community to pass a referendum in February 2020 and it failed. We asked the community to pass a referendum again in April 2021 and it failed again. Finally, in April 2022, the community voted and passed a non-recurring, five year operational referendum. This is money that we can now use to “operate” our district. Given this information, along with the possible “fiscal cliff” that we are told to be

preparing for, we cannot in good faith approve a request that will ultimately lose money for our district. We believe that the state implemented Open Enrollment for this type of scenario.

The School District of Edgar takes pride in the high quality education that we provide for our students. We create a continuous improvement plan each year that we follow to be sure we are improving our instructional practices so that we are preparing our students to be productive citizens. Our teachers work tirelessly to be sure they are meeting the needs of all of our students. I believe the School District of Edgar is no less qualified than any of our neighboring districts to prepare our students for success.

I understand that the district that the family would like to attend may or may not have open enrollment restrictions; however, I have been given the task to do what is best for our district and for our students. At this time, to be an advocate for high quality education and to be fiscally responsible for The School District of Edgar, I respectfully recommend that the appeal be denied.

**MATERIALS  
FROM  
ATTACHING  
DISTRICT**



# SCHOOL DISTRICT OF MARATHON

204 EAST STREET • MARATHON WI • 54448-0037 • (715) 443-2226

Richard T. Parks  
*Administrator*

David Beranek  
*HS Principal*

Ryan McCain  
*ES/MVA Principal*

January 24, 2023

Nathan & Danielle Martin  
133770 County P  
Marathon, WI 54448

RE: Petition to Transfer Small Territory

Dear Mr. & Mrs. Martin:

I have received your petition to alter school district boundaries.

This letter is official notification that the School District of Marathon City will hear your petition at their regular School Board meeting to be held at 5:30 p.m. on Wednesday, February 8, 2023, in the Cafeteria at the Marathon High School. At the meeting you and/or your representative(s) may present reason(s) for the proposed transfer and others may also have the opportunity to make a presentation. The Marathon Board will have the opportunity to ask questions and act to approve or deny your petition at this meeting.

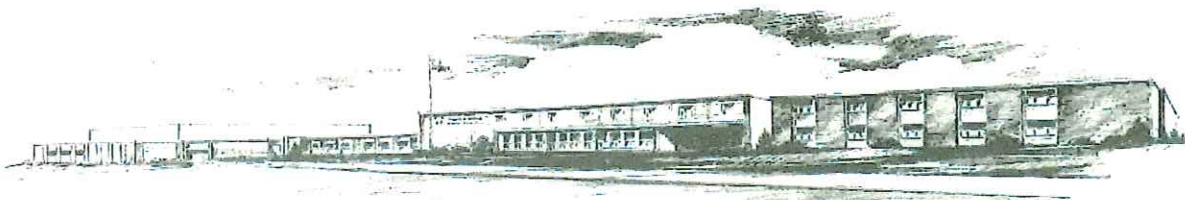
In preparation the board members will be given a map identifying the location of your property and a copy of the petition to detach your property from the School District of Edgar and attach it to the School District of Marathon City.

If you have questions, please contact my office at 715-443-2226.

Sincerely,

Richard T. Parks, Ed.S.  
Superintendent

Cc: Secretary, School District Boundary Appeal Board  
Marathon School Board  
Dr. Cari Guden, Superintendent, Edgar



The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sms/reorganization/small-territory-owner> on the Internet for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1**.

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)				
Petitioner Name(s) <u>Nathan and Danielle Martin</u>				
Address (street, city, zip) <u>13370 County Road P Marathon, WI 54448</u>				
Phone Number <u>715 5515595</u> <u>715 581 2456</u>		E-mail <u>nathanmartin10.8@gmail.com</u>		
Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:				
<u>Parcel # 01228053440992</u>				
<u>Address: 13370 County Road P Marathon, WI 54448</u>				
<u>Description: SEC 34-28-05 PT OF SE 1/4 SE 1/4 E 1111.25' OF S 855.25' THRE EX RD</u>				
<small>(If more space is needed to describe the property, attach additional pages)</small>				
I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the <u>Edgar</u> School District and to attach it TO the <u>Marathon</u> School District.				
(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)		
SIGNATURE(S)	DATE	Property Owner	Elector	Both Owner and Elector
1. <u>Danielle Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>		
2. <u>Nathan Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>		
SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)				
The legal description of the territory proposed for detachment is sufficient to identify its location and value. (If no, return the form to the petitioner.)		YES	NO	
		<input checked="" type="checkbox"/>		
School District where territory is located <u>Edgar</u>	Value of Property	<u>289,300</u>		
Municipality where territory is located <u>Cassel</u>	Year Value was Determined	<u>2020</u>		
County where territory is located <u>Marathon</u>	Assessment Ratio	<u>100%</u>		
I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.				
SIGNATURE OF MUNICIPAL CLERK		Name of Clerk (please print)		Date:
<u>Mary Kay Hagenbucher</u>		<u>Mary Kay Hagenbucher</u>		<u>10/27/22</u>
Mailing Address		Phone Number		
<u>22300 Brookfield Rd Marathon</u>		<u>715-573-3862</u>		
E-mail Address		E-mail Address		
<u>townofcassel@gmail.com</u>		<u>townofcassel@gmail.com</u>		
SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)				
District receiving petition <u>Edgar</u>	Date received	<u>1/11/2023</u>		
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 <sup>rd</sup> Friday in September or 2 <sup>nd</sup> Friday in January (see s.121.05 (1)(a), Wisconsin statutes, for categories of students to include).				<u>0</u>
Name of School District Clerk (please print)	Signature	Phone	Phone	
<u>Rebecca Normington</u>	<u>Rebecca Normington</u>	<u>715-352-2352</u>	<u>715-352-2352</u>	
SIGNATURE OF SCHOOL DISTRICT CLERK				



**MARATHON CITY PUBLIC SCHOOL DISTRICT**  
**BOARD OF EDUCATION**

**DATE: February 8, 2023**

**TIME: 5:30 PM**

**PLACE: HS Cafeteria**

**AGENDA**

1. Call to order
2. Pledge of Allegiance
3. Roll call
4. Written notice of this meeting has been posted and sent to the news media on Friday, February 3, 2023
5. Approval of Agenda
6. Acknowledge Public Participation – During the public participation portion of the meeting, district citizens will have three minutes to address the Board of Education. If needed, the board will follow up with a response at a later date.
7. Board reading of the Marathon School District Mission Statement  
*To foster learning, life skills, and character for all.*
8. Student / School Updates
  - 8.1 MAES / MVA
  - 8.2 MHS
9. Recommend approval of Consent Agenda
  - 9.1 Approval of minutes
    - 9.1.1 January 11, 2023 Regular Board Meeting Minutes
    - 9.1.2 January 11, 2023 Closed Session Meeting Minutes
    - 9.1.3 February 1, 2023 Special Board Meeting Minutes
  - 9.2 Financial Statements
    - 9.2.1 Approval of Bills (Exhibit A)
    - 9.2.2 Receipts for January 2023 (Exhibit B)
    - 9.2.3 Condition of the Budget (Exhibit C)  
Revenues  
Expenditures
    - 9.2.4 Activity Fund Balances (Exhibit D)
  - 9.3 Share MCCDEB Special Education Meeting Highlights (Exhibit E)
  - 9.4 Approve resignation of Ryan McCain as MAES/MVA Principal

10. Board discussion on Vital Signs

Vital Sign	Action
<p>10.1 Student Enrollment, Staffing Projections, and Fiscal Strength</p>	<ul style="list-style-type: none"> <li>● Hear from petitioners regarding district reorganization               <ul style="list-style-type: none"> <li>○ <u>Wirkus petition</u> to Alter District Boundaries - detachment from School District of Marathon (Exhibit F)</li> <li>○ <u>Martin petition</u> to Alter District Boundaries - attachment from School District of Edgar (Exhibit G)</li> <li>○ <u>Kraft petition</u> to Alter District Boundaries - attachment from School District of Edgar (Exhibit H)                   <ul style="list-style-type: none"> <li>■ Act on Resolutions Authorizing Issuance of an Orders</li> <li>■ Act on Orders</li> </ul> </li> </ul> </li> <li>● Review 2023-24 <u>HS sectioning/staffing</u> (Exhibit I)</li> <li>● Review 2023-24 <u>MAES/MVA staffing</u> (Exhibit J)</li> <li>● Act on <u>Fall 2023 Early College Credit Program</u> applications (Exhibit K)</li> <li>● Approve <u>2023-2024 CESA 9 Shared Service Contract</u> (Exhibit L)</li> </ul>
<p>10.2 Proactive Public Relations</p>	<ul style="list-style-type: none"> <li>● <u>Wisconsin Technology Education Association publication “Interface” article review</u> (Exhibit M)</li> <li>● Review Marathon Village Board follow-up meeting/discussion</li> </ul>
<p>10.3 Quality of School Improvement Planning</p>	<ul style="list-style-type: none"> <li>● MVA Charter School update               <ul style="list-style-type: none"> <li>○ Trimester 2 Progress Reports</li> <li>○ Trimester 2 Fieldwork</li> <li>○ Governance Board Meeting update</li> </ul> </li> <li>● Act on K-8 Counseling Curriculum approval</li> </ul>
<p>10.5 Community Engagement</p>	

10.6 Quality of the Board's Governance Processes	<ul style="list-style-type: none"> <li>● Discuss holding a possible Board Retreat</li> <li>● Discuss attendance at Medford Legislative Meeting, April 10, 2023, 5:30 PM</li> </ul>
10.7 Shared Leadership	
10.8 Hiring Practice	<ul style="list-style-type: none"> <li>● Approve <u>spring coaching contracts</u> (Exhibit N)</li> <li>● Act on District participation in Central Wisconsin Small School Cooperative (CWSSC) for Foodservice and Milk products</li> <li>● Act on District approval of CWSSC acceptance of Indianhead Foodservice vendor contract</li> </ul>
10.9 Trends Impacting Education	<ul style="list-style-type: none"> <li>● Review WASB State Education Convention attendance</li> </ul>
10.10 Organizational Culture	<ul style="list-style-type: none"> <li>● Review 2022-23 School Calendar and impact of inclement weather days</li> </ul>
10.11 Student Participation in Multiple School Clubs, Activities and Co-Curricular	

11. Administration Reports

- 11.1 District Administrator
  - 11.1.1 CLA Auditor Letter
  - 11.1.2 PHD Survey Request
  - 11.1.3 DPI 2023-25 Budget Request Summary
  - 11.1.4 Bridging Brighter Smiles report
- 11.2 HS Principal
- 11.3 MAES/MVA Principal
  - 11.3.1 Spelling Bee
  - 11.3.2 Assessment Data
  - 11.3.3 EL Support Update
  - 11.3.4 Student Led Conferences
  - 11.3.5 School Visits
  - 11.3.6 Read Across America Week

12. Adjournment

Any person needing special services to enable them to attend this meeting should contact the Board of Education office at 715-443-2226 to ensure the appropriate assistance is available.

The regular meeting of the Marathon City School Board was held on Wednesday, February 8, 2023, in the High School cafeteria. The meeting was called to order at 5:30 PM by President Jodi DeBroux. She led the Pledge of Allegiance.

Present were board members Klumpyan, Knoeck, Seubert, Vesely, and DeBroux, and administrative staff Rick Parks and Ryan McCain.

Written notice of the meeting was posted and sent to the news media on Friday, February 3, 2023.

Motion by Vesely, 2<sup>nd</sup> by Klumpyan to approve the agenda. Motion carried.

Klumpyan read the Marathon School District Mission Statement.

Emma DeBroux, HS Student Council member, updated the board on the upcoming High School Winter Carnival activities.

Motion by Klumpyan, 2<sup>nd</sup> by Seubert to approve the following Consent Agenda Items:

- January 11, 2023 Regular Board Meeting Minutes
- January 11, 2023 Closed Session Meeting Minutes
- February 1, 2023 Special Board Meeting Minutes
- Approval of Bills
- January Receipts
- Condition of the Budget
- Activity Fund Balances
- MCCDEB Special Education Meeting Highlights
- Resignation of Ryan McCain as MAES/MVA Principal

Yes- Klumpyan, Knoeck, Seubert, Vesely and DeBroux. Motion carried 5-0.

The Board heard from petitioners, regarding district reorganization and received district financial impact pertaining to the properties.

Kody and Karissa Wirkus. Motion by Vesely, 2<sup>nd</sup> by Knoeck to grant the transfer of the territory described in the petition, and approve the resolution authorizing the issuance of an order altering district boundary lines. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

Kody and Karissa Wirkus. Motion by Vesely, 2<sup>nd</sup> by Knoeck that the reorganization requested in the petition filed on March 31, 2022, be granted and the order altering school district boundary lines detaching the territory described in said petition from the School District of Marathon and attaching said territory to the School District of Edgar be approved. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

Nathan and Danielle Martin. Motion by Klumpyan, 2<sup>nd</sup> by Vesely to grant the transfer of the territory described in the petition, and approve the resolution authorizing the

issuance of an order altering district boundary lines. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

Nathan and Danielle Martin. Motion by Vesely, 2nd by Klumpyan that the reorganization requested in the petition filed on January 11, 2023, be granted and the order altering school district boundary lines detaching the territory described in said petition from the School District of Edgar and attaching said territory to the School District of Marathon City be approved. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

Andrew and Kelsey Kraft. Motion by Knoeck, 2nd by Klumpyan to grant the transfer of the territory described in the petition, and approve the resolution authorizing the issuance of an order altering district boundary lines. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

Andrew and Kelsey Kraft. Motion by Vesely, 2nd by Knoeck that the reorganization requested in the petition filed on January 27, 2023, be granted and the order altering school district boundary lines detaching the territory described in said petition from the School District of Edgar and attaching said territory to the School District of Marathon City be approved. Yes- Klumpyan, Knoeck, Vesely and DeBroux. Motion carried 4-0, Seubert abstained.

The board reviewed the anticipated 2023-24 High School and MAES/MVA staffing and sectioning.

Motion by Klumpyan, 2nd by Seubert to approve the Fall 2023 Early College Program applications. Yes- Klumpyan, Knoeck, Seubert, and DeBroux. Motion carried 4-0, Vesely abstained.

Motion by Knoeck, 2nd by Vesely to approve the 2023-2024 CESA 9 Shared Service Contract. Yes- Klumpyan, Knoeck, Seubert, Vesely and DeBroux. Motion carried 5-0.

The board reviewed the Wisconsin Technology Education Association publication "Interface" that included a feature article of a MHS student.

Mr. Parks updated the board on a recent administrative team meeting with the Village Board. Items discussed included village housing development, the trail and tunnel by MAES, sports complex redesigning, school funding and the highway 107 bridge project.

Mr. McCain gave an update on the MVA Charter School. Trimester 2 progress reports are out, and Trimester 2 fieldwork has been completed. The Governance Board will be meeting on March 1, 2023.

Motion by Seubert, 2nd by Vesely to approve the K-8 Counseling Curriculum "Character Strong". Yes- Klumpyan, Knoeck, Seubert, Vesely and DeBroux. Motion carried 5-0.

The board will hold a Board Retreat on March 11, 2023 at 7:30 AM with location to be determined.

Board members planning to attend the Medford Legislative Meeting April 10, 2023, should contact Mr. Parks for registration.

Motion by Klumpyan, 2nd by Vesely to approve spring coaching contracts. Yes, Vesely, Klumpyan, and DeBroux. Motion carried 3-0, with Knoeck and Seubert abstaining.

Motion by Seubert, 2nd by Knoeck to participate in the Central Wisconsin Small School Cooperative (CWSSC) for foodservice and milk products. Yes- Klumpyan, Knoeck, Seubert, Vesely and DeBroux. Motion carried 5-0.

Motion by Klumpyan, 2nd by Knoeck to accept the Indianhead Foodservice vendor contract. Yes- Klumpyan, Knoeck, Seubert, Vesely and DeBroux. Motion carried 5-0.

Knoeck and Seubert reviewed sessions they attended at the WASB State Education Convention held in January.

The board reviewed the 2022-23 School Calendar and the impact of inclement weather days to date.

Mr. McCain gave results of the recent Spelling Bee. Assessment Data and EL Support updates were shared with staff. Student Led Conferences will be held February 9 and 14. Several schools will be visiting and observing at MAES/MVA and Read Across America Week will be held at the end of the month. The MVA will be competing in a Math League this year.

Mr. Parks shared a CLA Auditor letter, two PHD Survey requests, and the DPI 2023-25 Budget Request Summary. Bridging Brighter Smiles provided services for 47 students this year. WASB New Board Member gathering will be held in Marathon on April 19. Bleachers at MAES are being looked at to add rails or have them repaired or replaced. Social media report is positive again with many views. The Music Department will be attending the musical "Lion King" in Madison for those interested.

Motion by Vesely, 2<sup>nd</sup> by Seubert to adjourn. Motion carried 5-0. The meeting adjourned at 7:17 p.m.



---

Beth Seubert, Clerk

- MAES

- PE

- 4K - 30 minutes once a week
- 5K-5th - 30 minutes three times a week

- Music

- 4K - 30 minutes once a week
- 5K-5th - 30 minutes twice a week

- Library

- 4K - 30 minutes once a week
- 5K-3rd - 30 minutes once a week
- 4th-5th - 45 minutes once a week

- Art

- 5K-3rd - 30 minutes twice a week
- 4th-5th - 45 minutes once a week

- Business/Technology

- 1st-2nd - Specially scheduled 30 minutes sessions
- 3rd-5th - 30 minutes twice a week

- Counseling

- 4K - 15 minutes once a week, every other week
- 5K-5th - 30 minutes once a week, every other week

- MVA

- PE

- 45 minutes daily for  $\frac{2}{3}$  trimesters, every other day for third trimester

- Music

- 45 minutes every other day

- Health

- 45 minutes every other day for one trimester

- Library

- Specially scheduled during ELA

- Art

- 45 minutes daily for 1 trimester

- Business

- 45 minutes every other day

- Spanish

- 45 minutes daily for 1 trimester

- Counseling

- 45 minutes once a week, every other week

Trimester 1							
Hour		6-1	6-2	7-1	7-2	8-1	8-2
1	7:45-8:30	Band/PE(O) MHS	PE(O)/Choir MHS	FC(M)/Band/GM MHS	Choir/FC(M) MHS	Tech Ed/Ag MHS	Ag/Tech Ed MHS
2	8:30-9:15	Art	ELA	Business/ PE(B)	PE (B)/ Business	PE(M)/Band/GM MHS	Choir/PE(M) MHS
3	9:15-10:00	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI
4	10:00-10:45	ELA	Art	Math/Word Study	Social Studies	Math/Word Study	Science
5	10:45-11:30	PE (O)/ Business	Business/ PE (O)		Science		Social Studies
6	11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	12:00-12:45	Social Studies	Math/Word Study	ELA	Spanish	Science	Math/Word Study
8	12:45-1:30	Science		Spanish	ELA	Social Studies	
9	1:30-2:15	Math/Word Study	Social Studies	Science	Math/Word Study	Business	ELA
10	2:15-3:00		Science	Social Studies		ELA	Business

Trimester 2							
Hour		6-1	6-2	7-1	7-2	8-1	8-2
1	7:45-8:30	Band/FC(M) MHS	FC(M)/Choir MHS	Tech Ed/Ag MHS	Ag/Tech Ed MHS	PE(O)/Band/GM MHS	Choir/PE(O) MHS
2	8:30-9:15	PE (B)/ Business	Business/ PE(B)	PE(M)/Band/GM MHS	Choir/PE(M) MHS	Art	ELA
3	9:15-10:00	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI
4	10:00-10:45	Math/Word Study	Social Studies	Science	Math/Word Study	ELA	Art
5	10:45-11:30		Science	Social Studies		Business/ PE (O)	PE(O)/ Business
6	11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	12:00-12:45	Spanish/ELA	ELA/Spanish	Math/Word Study	Science	Social Studies	Math/Word Study
8	12:45-1:30	ELA/Health	Health/ELA		Social Studies	Science	
9	1:30-2:15	Science	Math/Word Study	Business	ELA	Math/Word Study	Social Studies
10	2:15-3:00	6		ELA	Business		Science

Trimester 3							
Hour		6-1	6-2	7-1	7-2	8-1	8-2
1	7:45-8:30	Tech Ed/Ag MHS	Ag/Tech Ed MHS	Band/GM/PE(O) MHS	PE(O)/Choir MHS	Band/GM/FC (M) MHS	FC(M)/Choir MHS
2	8:30-9:15	PE(M)/Band MHS	Choir/PE(M) MHS	Art	ELA	PE (B)/ Business	Business/ PE(B)
3	9:15-10:00	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI	CREW/RTI
4	10:00-10:45	Math/Word Study	Science	ELA	Art	Math/Word Study	Social Studies
5	10:45-11:30		Social Studies	PE(O)/ Business	Business/ PE (O)		Science
6	11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	12:00-12:45	Science	Math/Word Study	Social Studies	Math/Word Study	Spanish/ELA	ELA/Spanish
8	12:45-1:30	Social Studies		Science		ELA/Health	Health/ELA
9	1:30-2:15	Business	ELA	Math/Word Study	Social Studies	Science	Math/Word Study
10	2:15-3:00	ELA	Business		Science	Social Studies	



---

# Course Offerings

**Marathon High School**

2023-2024 School Year

---

---



---

# MARATHON HIGH SCHOOL

## MISSION STATEMENT

The Marathon School District is committed to providing all students with a quality education and the skills they need to be successful. We will continuously improve instructional programs and provide learning experiences that meet the individual needs of students in a safe and supportive environment by developing an exceptional staff and partnering with families and the community.

## VISION STATEMENT

The Marathon School District will continue to create an exceptional educational system that is recognized for the academic excellence and character of its students, the professionalism and expertise of its staff, and the quality and diversity of its programs.

## NONDISCRIMINATION STATEMENT

The Marathon School District is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. The right of the student to be admitted to school and to participate fully in curricular, extracurricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap.

---

## COURSE OFFERINGS

### SCHEDULING INSTRUCTIONS

❖ Credit Requirements.....	4
❖ College Credit While In High School.....	5
❖ Four Year Course Plan.....	7
❖ Course Add / Drop Policy.....	9
❖ Course Selection Options.....	10

### HIGH SCHOOL COURSES

❖ Agriscience.....	16
❖ Art.....	17
❖ Business.....	20
❖ English.....	26
❖ Mathematics.....	29
❖ Music.....	31
❖ Physical Education.....	32
❖ Science.....	33
❖ Social Studies.....	36
❖ STEM.....	40
❖ World Language.....	45
❖ Special Education .....	47

## CREDIT REQUIREMENTS

Admission requirements fluctuate widely with different opportunities after high school. The chart below offers students an example of what some post-secondary institutions require. Students are encouraged to review requirements for the opportunity they wish to pursue.

	<u>MARATHON HIGH SCHOOL</u>	<u>UNIVERSITY OF WISCONSIN</u>	<u>WI PRIVATE COLLEGES</u>	<u>WI TECHNICAL COLLEGES</u>
<b>ENGLISH</b>	<b>4.0 credits</b>	<b>4.0 credits</b> <i>Composition, literature &amp; rhetoric. Most regular &amp; advanced courses are accepted.</i>	<b>4.0 credits</b>	<b>4.0 credits</b>
<b>MATH</b>	<b>3.0 credits</b>	<b>3.0 credits</b> <i>Algebra, Geometry &amp; other mathematics courses with algebra or geometry prerequisite.</i>	<b>3.0 credits</b>	<b>3.0 credits</b>
<b>SCIENCE</b>	<b>3.0 credits</b>	<b>3.0 credits</b> <i>Biology, Chemistry &amp; physics. Other courses accepted include earth science, physical science or other lab course.</i>	<b>3.0 credits</b>	<b>3.0 credits</b>
<b>SOCIAL STUDIES</b>	<b>3.0 credits</b> <i>Required for Graduation: US History, American Government &amp; Civics Exam</i>	<b>3.0 credits</b> <i>Theoretical study of culture, history, political science, economics, sociology &amp; psychology.</i>	<b>3.0 credits</b>	<b>3.0 credits</b>
<b>PHYSICAL EDUCATION + HEALTH</b>	<b>1.5 credits PE*</b> <b>0.5 credit Health</b> <i>(*Beginning with the Class of 2026, PE credits WILL count toward GPA)</i>			
<b>WORLD LANGUAGE</b>		<b>2.0 credits</b> <i>Two years of a single world language are required for admission to <u>UW-Madison</u>, &amp; strongly recommended at other UW System campuses..</i>	<b>2.0 credits</b> <i>Varies by Institution</i>	
<b>BUSINESS</b>	<b>0.5 credit</b> <i>Required for Graduation: Personal Finance</i>			
<b>ELECTIVES</b>	<b>7.5 credits</b>	<b>4.0 credits</b> <i>Including World Language, Fine Arts, Computer Science &amp; Other Areas</i>	<b>4.0 credits</b>	<b>4.0 credits</b>
<b>TOTAL</b>	<b>21.5 credits</b> <b>23.0 credits</b> <b>(Class of 2026 &amp; beyond)</b>	<b>17 credits</b>	<b>17 credits</b>	<b>17 credits</b>

## COLLEGE CREDITS WHILE IN HIGH SCHOOL

	ADVANCED PLACEMENT	DUAL CREDIT	DISTANCE LEARNING
<b>DESCRIPTION</b>	AP courses provide exposure to college level coursework. Success on AP coursework is a good indication of college readiness. <a href="#">AP Facts</a> .	Dual Credit allows high school students to earn college credits and save money on tuition while still in high school. Dual Credit is an arrangement where you can earn both high school and college credit.	DL contracts provide high school students the opportunity to earn both high school and college credits. A variety of introductory courses are available. Courses are scheduled to the MHS bell schedule.
<b>LOCATION</b>	Marathon High School	Courses are taught at Marathon High School.	Courses taught at MHS with the use of interactive television (IVC)
<b>TAUGHT BY</b>	Marathon High School teachers	College-certified high school instructors.	NTC / UW Faculty
<b>REQUIREMENTS</b>	AP courses require a minimum grade in course prerequisites and also teacher recommendation. It is highly recommended that students take the AP exam in May. Students are able to take an AP exam without being enrolled in an AP course if they feel they can independently prepare.	Course prerequisites must be met. See course handbook and/or counselor for more details.	Course prerequisites must be met. See course handbook and/or counselor for more details.
<b>GRADES &amp; CREDIT OPPORTUNITY</b>	A student's grade is based on class performance; however the ability for credit transfer is based on their AP exam score. Typically, scores of 3 or above (1-5 scale) are considered passing.	Earn credits and your college transcript: Students who complete Dual Credit in high school may obtain either an official or unofficial transcript from NTC.	Earn high school and college grades/credits. Official transcript available from partnering institution.
<b>COST</b>	The College Board dictates the cost per year.	None	None

## COLLEGE CREDITS WHILE IN HIGH SCHOOL

	<b>ECCP</b> (Early College Credit Program)	<b>SCN</b> (Start College Now)	<b>CAPP</b> (Cooperative Academic Partnership Program)
<b>DESCRIPTION</b>	The ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. <a href="#">ECCP Facts</a>	Start College Now will allow high school students the opportunity to take college courses at WI Technical Colleges. <a href="#">SCN Facts</a>	Enrolling in the University of Wisconsin Oshkosh Cooperative Academic Partnership program courses is a convenient & affordable way for high school students to earn concurrent high school and college credit, while developing key skills for future success. <a href="#">CAPP Facts</a>
<b>LOCATION</b>	Courses taught at MHS and/or UW institution.	Courses taught at MHS and/or Technical College.	Courses taught at MHS.
<b>TAUGHT BY</b>	University of Wisconsin Professor.	Technical College Instructor.	Marathon High School CAPP-approved faculty.
<b>REQUIREMENTS</b>	Submit paperwork by March 1 for fall courses and October 1 for spring courses. All UW prerequisites must be met for admittance.	Submit paperwork by March 1 for fall courses and October 1 for spring courses. All technical college prerequisites must be met for admittance.	Course prerequisites must be met. UW-Oshkosh application completed.
<b>GRADES &amp; CREDIT OPPORTUNITY</b>	Earn high school and college grades/credits. Official transcript available from partnering UW institution.	Earn high school and college grades/credits. Official transcript available from partnering Technical College.	Earn high school and college grades/credits. Official transcript available from UW-Oshkosh.
<b>COST</b>	None. Maximum of 18 credits for entirety of high school (ECCP + SCN).	None. Maximum of 18 credits for entirety of high school (ECCP + SCN).	\$300 for 3.0 credits
<b>RETROACTIVE CREDIT</b>	In many languages, a student can receive retroactive credits by completing the course that he/she places into with a grade of B or higher. Retroactive credits award students with credits for previous courses in the language sequence. For example, if a student places into a 300-level Spanish course and earns a B or higher, he/she would earn credit for each Spanish course preceding the 300-level. ( <i>see individual university requirements for more details</i> )		

## FOUR YEAR COURSE PLAN

FRESHMAN YEAR	Semester I	Cr	Semester II	Cr
	English 9	0.5	English 9	0.5
	Math:	0.5	Math:	0.5
	General Science	0.5	General Science	0.5
	US History: Great Wars	0.5	US History: World Superpowers	0.5
	Physical Education 9	0.5	Health 9	0.5
	Electives:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5

**Notes:**

SOPHOMORE YEAR	Semester I	Cr	Semester II	Cr
	English 10	0.5	English 10	0.5
	Math:	0.5	Math:	0.5
	Biology / General Biology	0.5	Biology / General Biology	0.5
	Social Studies:	0.5	Social Studies:	0.5
	Physical Education:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5

**Notes:**

## FOUR YEAR COURSE PLAN

JUNIOR YEAR	Semester I	Cr	Semester II	Cr
	English 11 / AP Literature	0.5	English 11 / AP Literature	0.5
	Math:	0.5	Math:	0.5
	Science:	0.5	Science:	0.5
	Social Studies:	0.5	Social Studies:	0.5
	Physical Education:	—	Elective:	0.5
	Electives:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5

**Notes:**

SENIOR YEAR	Semester I	Cr	Semester II	Cr
	English 12 / College English	0.5	English 12 / College English	0.5
	Math:	0.5	Math:	0.5
	Elective:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5
	Elective:	0.5	Elective:	0.5

**Notes:**



---

## COURSE ADD / DROP POLICY

- All students are expected to choose courses carefully during the course selection process. Schedules are planned according to student requests and students are expected to abide by their choices. In some instances, students select too many courses and Skyward will determine which courses fit best to make a complete schedule based on graduation requirements. Schedule changes will be made for the following reasons only:
  - You pass a scheduled course during summer school;
  - You fail or do not complete a prerequisite course;
  - You are placed in a course which a teacher finds inappropriate for your ability;
  - You are missing a required course;
  - A clerical error was made in assigning our classes;
  - To accommodate apprenticeship and work study programs.
- Courses may only be dropped / added within the first five (5) school days of the semester without penalty of a Withdrawal / F on a student transcript. A course may be dropped from day 6 through 10 with a "W" being placed on the student's transcript. If a course is dropped after 10 school days, the grade is a failure (F) which will factor into a student's GPA and class rank.
- In order to process a change, students must:
  - Submit a Drop / Add Form with parent signature to the school counselor prior to day 10 in the semester.
  - Choose a substitute course, if one is available, for each dropped course.
- Final approval of changes is contingent upon the following:
  - The proposed change does not jeopardize graduation;
  - The proposed change does not negatively impact college / technical admission or career plans;
  - The change requested is logically possible.
- Course changes will not be permitted to:
  - Change teachers;
  - Change lunch periods (unless supported by medical documentation);
  - Change to more convenient and / or desirable period;
  - Group friends together in the same class.
- Changes in a student's placement based on academic concerns, IEP, 504, etc that are recommended by administrators, teachers and / or counselors may occur throughout the school year pending department approval.

## COURSE SELECTION OPTIONS

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
<b>AGRISCIENCE</b>						
Food Science Technology			x	x	0.5	semester
Greenhouse Management			x	x	0.5	semester
Animal Science		x	x	x	0.5	semester
Advanced Animal Science			x	x	0.5	semester
<b>ART</b>						
Art I	x	x	x	x	0.5	semester
Art II	x	x	x	x	0.5	semester
Art III		x	x	x	0.5	semester
Ceramics	x	x	x	x	0.5	semester
Painting	x	x	x	x	0.5	semester
Sculpture	x	x	x	x	0.5	semester
Studio Art			x	x	0.5	semester
Portfolio Workshop			x	x	0.5	semester
<b>BUSINESS</b>						
Introduction to Business	x	x	x	x	0.5	semester
Computer Applications	x	x	x	x	0.5	semester
Web Page Design	x	x	x	x	0.5	semester
Marketing (DC 10-12)	x	x	x	x	0.5	semester
Business Issues & Communication (Eng Credit)	x	x	x	x	0.5	semester
Emerging Leadership	x	x	x	x	0.5	semester
Sports, Entertainment & Hospitality Mngmnt		x	x	x	0.5	semester
Accounting (DC 10-12)		x	x	x	1.0	year

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
<b>BUSINESS</b>						
Advanced Accounting ( <i>DC 11-12</i> )			x	x	1.0	year
Entrepreneurship ( <i>CAPP</i> )			x	x	0.75	semester
Personal Finance			x	x	0.5	semester
Employability Skills			x	x	0.5	semester
Financial Math ( <i>Math Credit</i> )			x	x	1.0	year
<b>SCHOOL TO CAREER</b>						
Work Study				x	1.0	year
Teacher Aide			x	x	1.0	year
Youth Apprenticeship			x	x	1.0	year
<b>COMPUTER &amp; INFORMATION SCIENCE</b>						
Computer App and Game Programming	x	x	x	x	0.5	semester
Introduction to Information Technology	x	x	x	x	0.5	semester
Introduction to Programming		x	x	x	1.0	year
Computer Hardware Fundamentals I ( <i>DC</i> )			x	x	0.5	semester
Computer Hardware Fundamentals II ( <i>DC</i> )			x	x	0.5	semester
<b>ENGLISH</b>						
English 9	x				1.0	year
English 10		x			1.0	year
English 11			x		1.0	year
AP English Literature			x	x	1.0	year
English 12				x	1.0	year

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
<b>ENGLISH</b>						
Business Issues & Communication	x	x	x	x	0.5	semester
College English ( <i>ECCP/SCN -Varies By Semester</i> )				x	0.75	semester
<b>MATHEMATICS</b>						
Pre-Algebra	x	x			1.0	year
Algebra	x	x			1.0	year
Geometry	x	x	x	x	1.0	year
Algebra II		x	x	x	1.0	year
Statistics		x	x	x	0.5	AP
AP Pre-Calculus			x	x	1.0	year
Financial Math ( <i>taught by Business Dept</i> )			x	x	1.0	year
AP Calculus ( <i>DC 12</i> )				x	1.0	year
<b>MUSIC</b>						
Band	x	x	x	x	1.0	year
Choir	x	x	x	x	1.0	year
<b>PHYSICAL EDUCATION</b>						
Physical Education 9	x				0.5	semester
Health 9	x				0.5	semester
Lifetime Fitness		x	x	x	0.5	semester
Advanced Strength & Conditioning		x	x	x	0.5	semester
<b>SCIENCE</b>						
General Science	x				1.0	year
General Biology		x			1.0	year

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
Biology		x			1.0	year
Chemistry		x	x	x	1.0	year
Advanced Biology			x	x	1.0	year
Advanced Chemistry			x	x	1.0	year
Integrated Science			x	x	1.0	year
Physics			x	x	1.0	year
AP Physics			X	x	1.0	year
Medical Terminology ( <i>DC 11-12</i> )			x	x	0.75	semester
<b>SOCIAL STUDIES</b>						
US History: The Great Wars	x				0.5	semester
US History: World Superpowers	x				0.5	semester
Area Studies	x	x			0.5	semester
Great Civilizations	x	x	x	x	0.5	semester
American Government		x	x	x	0.5	semester
European History		x	x	x	0.5	semester
Introduction to Law			x	x	0.5	semester
Social Problems			x	x	0.5	semester
Consumer Economics			x	x	0.5	semester
Vietnam			x	x	0.5	semester
World War II			x	x	0.5	semester
AP US Government & Politics		x	x	x	0.5	semester
<b>STEM</b>						
Woods I	x	x	x	x	0.5	semester
Woods II	x	x	x	x	0.5	semester

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
Woods III (DC 10-12)		x	x	x	0.5	semester
Metals I	x	x	x	x	0.5	semester
Metals II	x	x	x	x	0.5	semester
Metals III (DC 11-12)		x	x	x	0.5	semester
Introduction to Drafting (DC 11-12)		x	x	x	0.5	semester
Architectural Drafting (DC 11-12)			x	x	0.5	semester
Small Engines	x	x	x	x	0.5	semester
Introduction to Automotive (DC 11-12)	x	x	x	x	0.5	semester
Welding I (DC 10-12)	x	x	x	x	0.5	semester
Welding II (DC 10-12)	x	x	x	x	0.5	semester
Construction Trades I		x	x	x	0.5	semester
Construction Trades II		x	x	x	0.5	semester
Intro to Computer Aided Manufacturing	x	x	x	x	0.5	semester
Advanced Computer Aided Manufacturing	X	x	x	x	0.5	semester
		x	x	x	0.5	semester
<b>WORLD LANGUAGE</b>						
Spanish I	x	x	x	x	1.0	year
Spanish II	x	x	x	x	1.0	year
Spanish III		x	x	x	1.0	year
Spanish IV			x	x	1.0	year
Spanish V				x	1.0	year
<b>SPECIAL EDUCATION</b>						
Study Skills	x	x	x	x	1.0	year
Life Skills	x	x	x	x	1.0	year

Course Name	Grade(s)				Credit	Semester/ Year
	9	10	11	12		
<b>SPECIAL EDUCATION</b>						
Math Skills	x	x	x	x	1.0	year
American Government Skills		x	x	x	0.5	semester
English Skills	x	x	x	x	1.0	year
Science Skills	x	x	x	x	1.0	year
Adaptive Physical Education	x	x	x	x	1.0	year
Adaptive Art	x	x	x	x	1.0	year
Adaptive Tech Ed	x	x	x	x	1.0	year
Resource	x	x	x	x	1.0	year

## AGRISCIENCE

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Animal Science	0.5/sem	AGR201		X	X	X
Advanced Animal Science	0.5/sem	AGR202			X	X
Greenhouse Management	0.5/sem	AGR102			X	X
Food Science Technology	0.5/sem	AGR103			X	X

<b>Animal Science</b>	<b>AGR201</b>	<b>0.5</b>	<b>Elective 10-12</b>
-----------------------	---------------	------------	-----------------------

Animal Science will cover topics relating to both large and small domesticated animals. Students will cover general topics including animal welfare, genetics, nutrition, reproduction, and safety and environmental issues with animals. This course is taught with an applied science emphasis. The objective of the course is for students to understand the role of animals in our society and to become an educated consumer.

<b>Advanced Animal Science</b>	<b>AGR202</b>	<b>0.5</b>	<b>Elective 11-12</b>
--------------------------------	---------------	------------	-----------------------

Advanced Animal Science is a continuation of animal science and will cover individual species in detail including dairy, beef, sheep, horses, swine, goats, companion animals, and exotic domesticated species. Animal physiology, behavior, biotechnology, veterinary medicine, and animal product selection will be emphasized. **Prerequisite:** Animal Science

<b>Greenhouse Management</b>	<b>AGR101</b>	<b>0.5</b>	<b>Elective 11-12</b>
------------------------------	---------------	------------	-----------------------

This course will help students further develop skills pertaining to plant propagation and landscaping. Students will be propagating plants in the greenhouse. Projects include growing poinsettias and chrysanthemums, an individual landscaping plan and model, as well as beginning floristry arrangements. A special emphasis will be on plant biotechnology and hydroponics.

<b>Food Science</b>	<b>AGR103</b>	<b>0.5</b>	<b>Elective 11-12</b>
---------------------	---------------	------------	-----------------------

As global population continues to grow, many young people and adults are unaware of how the world meets its most basic daily requirement - the need for food. Along the path from farm to consumer, the safety of our food can be affected at each step in our food delivery system. Food science benefits consumers every day with healthier diets, better tasting affordable foods, and increased food safety. Topics covered include the importance of food in our society, learning to interpret food labels, food microbiology, chemistry of cooking, and food physics. Lab exercises and projects include processing food, testing various components of food, and developing a new food product and a science cookbook.



ART						
Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Art I	0.5/sem	ART201	X	X	X	X
Art II	0.5/sem	ART202	X	X	X	X
Art III	0.5/sem	ART203		X	X	X
Ceramics	0.5/sem	ART301	X	X	X	X
Sculpture	0.5/sem	ART303	X	X	X	X
Painting	0.5/sem	ART305	X	X	X	X
Studio Art	0.5/sem	ART902			X	X
Portfolio Workshop	0.5/sem	ART 901			X	X

All art courses are meant to be taken sequentially to ensure student success through the building of essential methods and skills. Students, parents/guardians, administrators and school counselors should talk to the course instructor to determine if bypassing a level is appropriate.

<b>Art I</b>	<b>ART201</b>	<b>0.5</b>	<b>Elective 9-12</b>
--------------	---------------	------------	----------------------

Art 1 is an entry-level class that offers students the chance to work with a variety of media with emphasis on drawing, painting, and sculpture. Class activities are designed to promote artistic growth through students' interactions with traditional art materials, tools, and technical skills. Art 1 offers the opportunity to develop their understanding of art history, methods of art production, and ideas concerning the significance of art. Students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction.

<b>Art II</b>	<b>ART202</b>	<b>0.5</b>	<b>Elective 9-12</b>
---------------	---------------	------------	----------------------

Students will continue to focus on advanced design concepts. Learners will demonstrate a higher level of knowledge of both the elements and principles of design. Learners will be expected to execute tasks independently using great craftsmanship and with attention to detail. Students will be required to describe, analyze, interpret, and make decisions about certain pieces of art. Students will use the elements and principles of design to guide their work. Learners will explore the world's famous museums, learn about the preservation of artifacts, and what steps they need to take to have an exhibit of their own. Students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction.

**Prerequisite:** Art I

---

<b>Art III</b>	<b>ART203</b>	<b>0.5</b>	<b>Elective 10-12</b>
----------------	---------------	------------	-----------------------

Learners will demonstrate a higher level of knowledge with both the elements and principles of design. Learners will be expected to execute tasks independently using great craftsmanship and with attention to detail and evidence of planning. Students will continue to explore different media, connect, respond, produce and create art within a studio environment. This course is split into two parts breaking the semester into guided and independent work study. Students will work through the creative process using a visual journal as their tool. Students will create art pages that demonstrate their creative process. Students will use both visual images and text to plan and reflect about their independent projects. Students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction. **Prerequisite:** Art I & Art II

<b>Ceramics</b>	<b>ART301</b>	<b>0.5</b>	<b>Elective 9-12</b>
-----------------	---------------	------------	----------------------

This all levels course provides a comprehensive study about the history of clay, tools, techniques, construction, and throwing techniques. Students explore three-dimensional design while developing both functional and sculptural forms. Creativity, technical skill, and craftsmanship are emphasized in assessments. Learners will explore a variety of ways to add decoration to their ceramics. Advanced students will expand on all units demonstrating advanced skills, planning, and techniques. All students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction.

**NOTE:** \$10 Fee is applied to this class

<b>Sculpture</b>	<b>ART303</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------	---------------	------------	----------------------

This all levels course provides a comprehensive study about the history of sculpture, tools, techniques, construction, and materials. Students explore three-dimensional design while developing both functional and abstract sculptural forms. Creativity, technical skill, and craftsmanship are emphasized in assessments. Learners will explore a variety of ways to add meaning to their work. Advanced students will expand on all units demonstrating advanced skills, planning, and techniques. All students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction.

**NOTE:** \$10 Fee is applied to this class

<b>Painting</b>	<b>ART305</b>	<b>0.5</b>	<b>Elective 9-12</b>
-----------------	---------------	------------	----------------------

Students will demonstrate knowledge and skills through experimentation and exercises in a painting studio. Students will explore color theory, practice techniques, and different painting mediums. In addition, students will be able to respond to paintings from different parts of history and use the four parts of art criticism to talk about art. Sketchbooks will be used to document the progression of skills acquired and self-expression. The sketchbook will contain visual journals and written entries, including planning, responses and reflections on their work. Students taking advanced courses will have the freedom to interpret the unit in their own way and demonstrate advanced planning and concepts. Students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction.

**NOTE:** \$10 Fee is applied to this class

---

**Studio Art****ART902****0.5****Elective 11-12**

Studio Art offers students personal voice and choice within a studio environment. Students will develop a theme or a topic of choice which they are passionate about. Students can approach this by having a thematic or stylistic relationship. Students will record their development and ideas in a visual journal. Students will work towards confidence as art makers exploring visual arts from different perspectives in different contexts. Students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Students will continue to have opportunities to create advanced work and expand thinking through differentiation of instruction. **Prerequisite:** Art I & Art II

**Portfolio Workshop****ART901****0.5****Elective 11-12**

Portfolio workshop is a course designed for students who are preparing for college portfolio requirements and guidance continuing education within the area of art. Students will develop new and refine existing personal collections of art. Through art critiques and portfolio reviews, students will be prepared to present and discuss their work for college admissions.

**Prerequisite:** Teacher Approval & College Art Portfolio Prep

**BUSINESS & INFORMATION TECHNOLOGY / COMPUTER SCIENCE**  
*0.5 Credit Required for Graduation – Personal Finance*

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
<b>BUSINESS</b>						
Introduction to Business	0.5/sem	BUS201	X	X	X	X
Web Page Design	0.5/sem	BUS204	X	X	X	X
Emerging Leadership	0.5/sem	BUS211	X	X	X	X
Employability Skills	0.5/sem	BUS205			X	X
Computer Applications	0.5/sem	BUS206	X	X	X	X
Business Issues & Comm. ( <i>English Credit</i> )	0.5/sem	ENG102	X	X	X	X
Personal Finance - <i>Required</i>	0.5/sem	BUS207			X	X
Marketing ( <i>DC 10-12</i> )	0.5/sem	BUS208	X	X	X	X
Financial Math ( <i>Math Credit</i> )	1.0/year	MTH7A/7B			X	X
Accounting ( <i>DC 10-12</i> )	1.0/year	BUS300/301		X	X	X
Advanced Accounting ( <i>DC 11-12</i> )	1.0/year	BUS302/303			X	X
Sports, Entertainment & Hospitality Mngmnt	0.5/sem	BUS209		X	X	X
Entrepreneurship ( <i>CAPP</i> )	0.5/sem	BUS210			X	X
<b>SCHOOL TO CAREER</b>						
Teacher Aide	1.0/year	CTE200/201			X	X
Work Study	1.0/year	CTE202/203				X
Youth Apprenticeship	1.0/year	CTE204/205			X	X
<b>COMPUTER &amp; INFORMATION SCIENCE</b>						
Computer App & Game Programming	0.5/sem	CMP201	X	X	X	X
Introduction to Information Technology	0.5/sem	CMP202	X	X	X	X
Computer Hardware Fundamentals I ( <i>DC</i> )	0.5/sem	CMP203			X	X
Computer Hardware Fundamentals II ( <i>DC</i> )	0.5/sem	CMP204			X	X

---

## **BUSINESS**

**Students are required to earn 0.5 credit of Personal Finance to meet graduation requirements.**

<b>Introduction to Business</b>	<b>BUS201</b>	<b>0.5</b>	<b>Elective 9-12</b>
---------------------------------	---------------	------------	----------------------

This semester course is offered to students beginning at the Freshmen level to introduce them to the U.S. economic environment and characteristics of various types of business. This course includes additional topics like business and government in a global economy, technology in business, social and ethical issues and various other aspects of consumer issues relating to the business world. Students will also participate in a business community simulation and run their “own business.”

<b>Web Page Design</b>	<b>BUS204</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------------	---------------	------------	----------------------

Students use the world wide web every day, but do they know why? What is the purpose of the web, and how do the websites I interact with come to be. In web design, students will be interacting with the structure, purpose, and design strategies behind websites. Students will use web based software like WIX to create website designs that not only look great, but also serve a purpose to their user. They will be using marketing strategies to understand the purpose of website design to sell products, as well as influence culture. Students will also be learning the building blocks of web language through basic HTML and CSS structure and function. Students will even try their hands at writing code to create a website. This course is for students who want to learn basic computer language, as well as artistic students who want to design their own high level projects without the coding skills.

<b>Employability Skills</b>	<b>BUS205</b>	<b>0.5</b>	<b>Elective 11-12</b>
-----------------------------	---------------	------------	-----------------------

This class is a must for any individual looking to gain an edge on the competition when looking for a job. Students will learn how to create a resume, cover letter, job application, reference page, and thank you letter. Using online resources, students will explore their interests and create an electronic portfolio. Mock interviews will be conducted and students will have the opportunity to job shadow a work site of interest. It is strongly suggested that any student wishing to enroll in a School-To-Career program will have completed this class.

<b>Computer Applications</b>	<b>BUS206</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------------------	---------------	------------	----------------------

In this class students will learn how to use the four main components of Microsoft: Word (word processing), Excel (spreadsheets), Access (database), and PowerPoint (presentations). All students will have to use these programs at some point in their life whether it is at school, work, or for personal use. This class will show students how to use these programs in an effective way, in real life scenarios.

---

**Personal Finance****BUS207****0.5****Required 11-12**

No other course in the curriculum is more relevant to students or more deeply rooted in the real world than consumer and personal finance education. Personal Finance enables students to understand enough economics to make reasoned judgments about the economic issues and policies that students will face as members of society. Students will use a computer simulation to find a job, budget and save, find an apartment, buy a car, shop, choose and balance a checking account, get a credit card, fix credit, use online banking, pay taxes, and learn about investing, risk vs. return, diversification, investing for retirement, buying a home, and insurance.

**Marketing****BUS208****0.5****Elective 9-12**

Marketing is one of the fastest growing employment areas in the nation. Marketing is a major field of study at the technical college as well as the university level. We will study the four P's of marketing, the marketing concept, and marketing functions using project-based learning. Students will create a commercial for a product they have developed, create an infomercial and a marketing plan for a local business. This course will expose students to various career opportunities in marketing and help develop an understanding of marketing in organizations. Marketing careers include: advertising, buyers, hotels, banking, financial services, insurance, retail sales, real estate & tourism. **Prerequisite:** Introduction to Business.

**Dual Credit:** 10-12; Students will earn 3.0 credits from NTC upon successful completion.

**Sports, Entertainment & Hospitality Management****BUS209****0.5****Elective 10-12**

This class will be based around running a football franchise and a hotel. Management offers many career opportunities and this class allows students to manage two different types of businesses.

The first simulation allows the student to run a professional football franchise. While running the simulation students will work with the following features of running the team: ticket pricing, stadium staffing, parking, concessions, sponsorships, promotions (promoting concerts at the stadium), and player management. The final step is to run the team until the goal of reaching \$5,000,000 is met.

The second simulation will give the student a chance to run a hotel. Some of the features included in the simulation: pricing and revenue management, group sales, marketing & public relations, customer service, operations (restaurant, banquets, and housekeeping), and financial reports. The final assignment will be to run the hotel and make a profit. **Prerequisite:** Introduction to Business

**Emerging Leadership****BUS211****0.5****Elective 9-12**

In this course you explore the possibilities, meet new challenges, and seek to strengthen your leadership skills in all aspects of your school experience and beyond. This interactive course focuses on two themes, personal development as a leader and creating a positive change in our school and our community. Each week, students are given an opportunity to work on their leadership skills through hands-on group activities in which you will gain valuable, real-life experiences. An introduction to service learning will also be a component.

---

<b>Business Issues &amp; Comm</b>	<b>ENG102</b>	<b>0.5</b>	<b>English Elective 9-12</b>
-----------------------------------	---------------	------------	------------------------------

Do you plan on going to college, technical school, or simply communicating with others? If you answered yes (and everyone should have), then you should take this course! Students will recognize and apply the characteristics of effective communication and collaboration. Specific skills practiced and assessed include speaking and listening skills in one-to-one, group, mass, and public communication. Communication projects include interviews, meetings, panels, and various types of public speeches, as well as use of electronic communication and media.

**NOTE:** 0.5 English credit

<b>Financial Math</b>	<b>MTH7A/7B</b>	<b>1.0</b>	<b>Elective 11-12</b>
-----------------------	-----------------	------------	-----------------------

Students will learn how to use mathematics effectively as a tool in their personal and business lives. Students will apply mathematical concepts relating to wages, tax statements, banking, credit cards, loans, insurance & investments, and budgets. Other mathematical skills that will be covered include decimals, fractions, percentages, and measurements.

**NOTE:** Meets Math graduation requirement

<b>Entrepreneurship</b>	<b>BUS210</b>	<b>0.5</b>	<b>Elective 11-12</b>
-------------------------	---------------	------------	-----------------------

Students in Entrepreneurship will understand the procedures and techniques of owning and running a business. Business topics students will explore include: Business in a Global Economy, Business Organization and Management, and Business Operations and Technology. Students will gain an understanding of the role an entrepreneur has in the economy. A business plan will be created by all students allowing them to investigate the rewards and pitfalls of operating their own business. Any individual thinking about a career in business should be enrolled in this class.

**Prerequisite:** Introduction to Business

**NOTE:** Qualified juniors and seniors may receive 3.0 college credit for successful completion of this class. Credits transfer to all UW System Universities and over 200 nationally. If taken for college credit, cost is \$300. COURSE OFFERED EVERY OTHER YEAR: SPRING 2025 & SPRING 2027

<b>Accounting</b>	<b>BUS300/301</b>	<b>1.0</b>	<b>Elective 10-12</b>
-------------------	-------------------	------------	-----------------------

Accounting provides an understanding of the basic elements and concepts of double entry accounting systems. Accounting is the basis for any college major in business. Students will learn about the accounting equation, the accounting cycle, journal entries, posting to different ledgers, end-of-period fiscal period reports, payroll systems, banking activities, taxes, uncollectible accounts, depreciation, inventories and notes and interest for various types of businesses including sole proprietorship and partnerships. This is a required course for all Business majors in the University of Wisconsin System.

**Dual Credit:** 10-12; Students will earn 3.0 credits from NTC upon successful completion.

---

<b>Advanced Accounting</b>	<b>BUS302/303</b>	<b>1.0</b>	<b>Elective 11-12</b>
----------------------------	-------------------	------------	-----------------------

This course will build on the knowledge gained in Accounting I. Students will be able to analyze transactions and prepare various corporate financial reports and gain practical experience working with Departmentalized Accounting, Accounting Control Systems, Accounting Adjustments, & Management Accounting. **Prerequisite:** Accounting I

**Dual Credit:** 11-12; Students will earn 3.0 credits from NTC upon successful completion.

## SCHOOL TO CAREER

<b>Teacher Aide</b>	<b>CTE200/201</b>	<b>1.0</b>	<b>Elective 11-12</b>
---------------------	-------------------	------------	-----------------------

The Teacher Aid program provides students the opportunity to assist teachers at MAES, MVA or St. Mary's with various tasks related to classroom activities. This opportunity is only available during school hours, and within the school building. A valid WI Driver's License and Proof of Insurance are required. It is strongly suggested that any student wishing to enroll in a School-To-Career program will have completed the Employability Skills class. **Prerequisite:** Teacher Aide Application

<b>Work Study</b>	<b>CTE202/203</b>	<b>1.0</b>	<b>Elective 12</b>
-------------------	-------------------	------------	--------------------

This is an opportunity for students who work at worksites not related to the areas of study offered in the Youth Apprenticeship (YA) program or may not reach the required hours for the YA Program or for a student looking to complete only one semester of work. Students must work a minimum of 10-15 hours per week and be taking related coursework. All students enrolled in Work Study will be enrolled in the Employability Skills Certificate Program. **Recommended:** Employability Skills

<b>Youth Apprenticeship</b>	<b>CTE204/205</b>	<b>1.0</b>	<b>Elective 11-12</b>
-----------------------------	-------------------	------------	-----------------------

The YA program provides students with occupational and hands-on experience in an effort to expose/confirm career interests. Students must have employment with a business that meets the criteria needed to achieve skills related to the occupation. A level 1 or 1-year youth apprentice must complete 450 hours of on the job experience and a Level 2 or 2-year youth apprentice must complete a total of 900 hours of on the job experience.

Level I apprentices may begin during their junior or senior year, depending upon the program area. Students must take a class, each semester containing content that relates to the skills used at the worksite. Students successfully completing a Level I or Level 2 program will receive a Certificate of Recognition. **Highly Recommended Prerequisite:** Employability Skills Class



---

## COMPUTER & INFORMATION SCIENCE

<b>Computer App &amp; Game Programming</b>	<b>CMP201</b>	<b>0.5</b>	<b>Elective 9-12</b>
--	---------------	------------	----------------------

Do you enjoy playing video games? Have you ever wondered how they work, or been interested in making your own? Learn simple block based coding skills and use MIT based programming tools to create your own games and animations. Students will get to “plug and play” to understand the functions of code. They will work on independent projects that will test their skills, and bring out their creativity.

<b>Introduction to Information Technology</b>	<b>CMP202</b>	<b>0.5</b>	<b>Elective 9-12</b>
---	---------------	------------	----------------------

Computing and informational technology careers continue to grow at a rapid rate. Learn the basics with this introduction to the world of information technology. This course takes a hands-on approach to show how a computer works on the inside and the concepts that drive our technologies. Students will work towards a basic understanding of computer hardware, software, data collection, networking and code. Students will investigate the internal components of a computer to learn the physical structure and the functionality of each device in order to describe how a computer works and communicates with other devices through local wired and wireless networks. Students will research careers that are available in the tech field, as well as understand the concept of modern computer security.

<b>Computer Hardware Fundamentals I</b>	<b>CMP203</b>	<b>0.5</b>	<b>Elective 11-12</b>
---	---------------	------------	-----------------------

Students in Computer Hardware Fundamentals Level 1 will learn the terms, concepts and function of personal computers, both as stand-alone devices and as networked components. Students will demonstrate knowledge, proper function, and use of computer internal and external components, system configuration, data backup, virus protection, command line and simple networks. this course can help students prepare for CompTIA's A+ Certification exams.

**NOTE:** This course is aligned with the NTC IT Academy. Students who successfully complete CMP203 and then enroll in the IT Academy will not have to retake this course.

**Dual Credit:** 11-12; Students will earn 3.0 credits from NTC upon successful completion.

<b>Computer Hardware Fundamentals II</b>	<b>CMP204</b>	<b>0.5</b>	<b>Elective 11-12</b>
--	---------------	------------	-----------------------

Students in Computer Hardware Fundamentals Level 2 will learn the terms, concepts and function of personal computers, both as stand-alone devices and as networked components. Students will demonstrate knowledge, proper function, and use of computer internal and external components, system configuration, data backup, virus protection, command line and simple networks. this course can help students prepare for CompTIA's A+ Certification exams.

**NOTE:** This course is aligned with the NTC IT Academy. Students who successfully complete CMP204 and enroll in the IT Academy will not have to retake this course.

**Dual Credit:** 11-12; Students will earn 3.0 credits from NTC upon successful completion.

## ENGLISH

**Students are required to earn four (4) credits of English for graduation.**

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
English 9	1.0/year	ENG9A/9B	X			
English 10	1.0/year	ENG10A/10B		X		
English 11	1.0/year	ENG11A/11B			X	
AP English Literature	1.0/year	ENGAPA/APB			X	X
English 12	1.0/year	ENG12A/12B				X
Business Issues & Communication	0.5/sem	ENG102	X	X	X	X
College English (ECCP)	0.75/sem	ENG900/901				X

<b>English 9</b>	<b>ENG9A/9B</b>	<b>1.0</b>	<b>Required 9</b>
------------------	-----------------	------------	-------------------

Students will develop basic skills in reading, writing, speaking, and listening with an emphasis on vocabulary development, literary devices, expository writing, grammar, usage, and mechanics. Integrated, theme-centered units include short stories, novels, plays, poetry, and non-fiction. Students will read and respond to *Romeo and Juliet*, *To Kill a Mockingbird*, Holocaust historical fiction, and several self-selected books by genre. Writing workshops will emphasize the writing process in composing expository and informative essays. Students are required to reach grade-level proficiency in basic language art skills.

<b>English 10</b>	<b>ENG10A/10B</b>	<b>1.0</b>	<b>Required 10</b>
-------------------	-------------------	------------	--------------------

Students will study and explore the idea of culture and how one's culture affects society and plays a role in creating their worldview. The first semester will focus on how culture and society have been developed throughout time and focus on identifying and discussing the American. The second semester will focus more on discussing how one's cultural experiences shape, impact and influence society as a whole. Students will read, analyze, and discuss Greek Mythology, various works (novels, short stories, and poetry) from the 20th Century of American Literature, as well as take part in literature circles that focus on cultures and cultural experiences that are different from our own. In addition, students will continue to grow and develop their reading and writing skills. Activities will include daily writer's notebook entries, continuing to build their vocabulary, essay writing and writer's workshops, oral presentation activities, and student-led discussions that demonstrate grade-appropriate proficiency in reading, writing, speaking, listening, and viewing by the end of the year. Also, English 10 will lay the groundwork for the skills that are necessary for taking AP Literature in their junior year. Some of the titles students will read include *A Lesson Before Dying*, *The House on Mango Street*, and *The Great Gatsby*.

---

**English 11****ENG11A/11B****1.0****Required/Elective 11**

Students will collaborate to become self-directed learners as they read and respond to foster a deeper understanding of the human experience. They will collect, analyze, and cite specific evidence to formulate questions, construct arguments, make decisions, and change thinking. Units include: literary analysis and argumentative writing, reading and responding to narrative nonfiction texts, Shakespearean plays, dystopian literature, banned books, several self-selected books by genre, and classic books like *Lord of the Flies*.

**AP English Literature****ENGAPA/APB****1.0****Required/Elective 11-12**

Advanced Placement Literature & Composition is a full-year, college-level English class for students looking to challenge themselves and build their aptitude for interpreting literature, writing about literature, and discussion techniques. Students will read and discuss many literary works--including novels, pieces of short fiction, and poetry--that are considered to be classics while also examining the roles of character, setting, structure, narration, figurative language, and literary argumentation and how they work together to create the meaning of the text as a whole. Students enrolled in AP English are strongly encouraged to take the College Board AP exam in the spring which may qualify them for college credit. Throughout the year students will do test-prep activities and discussions in order to know and understand the test backwards and forwards. Summer reading is required for this course, and it must be taken as a full-year course. Some of the titles students will read include *Fahrenheit 451*, *Hamlet*, and *Invisible Man*.

**Requirements:** "B" Average in English courses and recommendation from a member of the English Department.

**English 12****ENG12A/12B****1.0****Required/Elective 12**

Students will become self-directed learners using a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving. Units will include persuasive writing, reading and discussing common themes found in literature, understanding and exploring the idea of the human condition, and reading and responding to both literary and informational texts. Students will also continue to grow their writing skills through the use of daily writer's notebook prompts and writer's workshop. Some titles students will read include *After the First Death*, *And Then There Were None*, and *Never Let Me Go*.

**Business Issues & Communications****ENG102****0.5****Elective 9-12**

Do you plan on going to college, technical school, or simply communicating with others? If you answered yes (and everyone should have), then you should take this course! Students will recognize and apply the characteristics of effective communication and collaboration. Specific skills practiced and assessed include speaking and listening skills in one-to-one, group, mass, and public communication. Communication projects include interviews, meetings, panels, and various types of public speeches, as well as use of electronic communication and media.

---

**College English (ECCP)****ENG900/901****0.75****Required/Elective 12**

Marathon High School partners with multiple agencies including the UW System, Northcentral Technical College and CESA 10 to offer college level courses. CESA 10 Distance Learning connects students and instructors across Western and Central Wisconsin, providing opportunities beyond what is possible within the MHS walls. Each year, course offerings vary depending on university schedules and instructor availability. For the 2020-2021 school year, all students wishing to take a college English course will be required to earn a passing score on the UW English placement exam. Each UW may also set forth their own additional requirements which may include: GPA, AP score, ACT score, class size, etc.

**Prerequisite:** Passing score on English placement exam (fee applies).

**NOTE:** Students will earn 3.0 credits from our partnering UW / Technical school upon successful completion.

**English/Writing 101 - Freshman via UW:** Critical reading, logical thinking, and effective writing. Write frequently in and out of class, using specific rhetorical strategies for a variety of purposes and audiences.

**English/Writing 202 - Sophomore via UW:** Analytical reading and writing and the methods of inquiry common to various academic disciplines. Write frequently in and out of the class, using suitable sources of information and appropriate documentation methods.

**Fundamentals of Oral Communication 101 via UW:** Introduction to and application of those principles which lead to an understanding of and facility with practical discourse.

**Written Communication via NTC:** Develops writing skills which include prewriting, revising and editing. A variety of writing assignments are designed to help the learner analyze audience and purpose, research and organize ideas and format and design documents based on subject matter and content. Also develops critical reading and thinking skills through the analysis of a variety of

## MATHEMATICS

**Students are required to earn three (3) credits of Mathematics for graduation. Please note that all UW four-year schools require Algebra, Geometry and Algebra II at a minimum.**

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Pre-Algebra	1.0/year	MTH1A/1B	X			
Algebra I	1.0/year	MTH2A/2B	X	X		
Geometry	1.0/year	MTH3A/3B	X	X	X	X
Algebra II	1.0/year	MTH4A/4B		X	X	X
AP Pre-Calculus (DC 11-12)	1.0/year	MTH5A/5B			X	X
AP Calculus (DC 11-12)	1.0/year	MTH6A/6B				X
Financial Math	1.0/year	MTH7A/7B			X	X
Statistics	0.5/sem	MTH8B		X	X	X

<b>Pre-Algebra</b>	<b>MTH1A/1B</b>	<b>1.0</b>	<b>Elective 9</b>
--------------------	-----------------	------------	-------------------

Pre-Algebra reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas, and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

<b>Algebra</b>	<b>MTH2A/2B</b>	<b>1.0</b>	<b>Elective 9-10</b>
----------------	-----------------	------------	----------------------

Algebra 1 is primarily for 9th grade students, but may be taken by upperclassmen. The curriculum includes the topics of the language of algebra, the real number system, linear functions, polynomials, factoring, algebraic fractions and functions, systems of equations, quadratic equations, and the solution of equations and inequalities.

<b>Geometry</b>	<b>MTH3A/3B</b>	<b>1.0</b>	<b>Elective 9-12</b>
-----------------	-----------------	------------	----------------------

This course develops principles of logical reasoning through the study of geometric figures, diagrams, and relationships. Algebraic and graphical problem-solving methods are applied to such topics as triangles, parallel and perpendicular lines, proofs, and constructions. Two and three dimensional geometric figures are studied. Algebraic and graphical problem-solving methods are applied to such topics as quadrilaterals, circles, area, volume, and trigonometry.

**Prerequisite:** Algebra 1

---

<b>Algebra II</b>	<b>MTH4A/4B</b>	<b>1.0</b>	<b>Elective 10-12</b>
-------------------	-----------------	------------	-----------------------

The purpose of Algebra II is to reinforce and expand on the concepts of Algebra I. Topics to be covered are open sentences in one variable, systems of linear equations, polynomials and factoring, rational expressions, topics of relations, functions, and function transformations; irrational numbers and quadratic equations; exponential functions and logarithms; and matrices.

**Prerequisite:** Algebra 1 and Geometry (or concurrent enrollment).

<b>AP Pre-Calculus</b>	<b>MTH5A/5B</b>	<b>1.0</b>	<b>Elective 11-12</b>
------------------------	-----------------	------------	-----------------------

Students will learn about mathematical modeling, different types of functions, and exam scenarios through multiple representations. This will be achieved through exploring polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. A graphing calculator is required (Ti-83, 84, or equivalent).

**Prerequisite:** Algebra 2

**Dual Credit: 11-12;** Students will earn 3.0 credits of *Trigonometry with Applications* from NTC upon successful completion

<b>AP Calculus</b>	<b>MTH6A/6B</b>	<b>1.0</b>	<b>Elective 11-12</b>
--------------------	-----------------	------------	-----------------------

AP Calculus is intended for students planning to enter highly technical fields such as math, science, and engineering. The course will give an introduction to the field of calculus with a focus placed on limits, derivatives and integrals. A primary focus of the second semester will be preparation for the Advanced Placement Calculus AB exam. A graphing calculator is required (TI 83, 84 or equivalent).

**Prerequisite:** Pre-Calculus

**Dual Credit: 11-12;** Students will earn 3.0-4.0 credits of Math from NTC upon successful completion.

<b>Financial Math</b>	<b>MTH7A/7B</b>	<b>1.0</b>	<b>Elective 11-12</b>
-----------------------	-----------------	------------	-----------------------

In this course students will learn to use mathematics effectively as a tool in their personal and business lives. Students will apply mathematical concepts relating to: wages, tax statements, banking, credit cards, loans, insurance and investments, and budgets. Other mathematical skills that will be covered include: decimals, fractions, percentages, and measurements.

**NOTE:** Counts toward MHS graduation requirement but does not meet UW System Math

<b>Statistics</b>	<b>MTH8B</b>	<b>0.5</b>	<b>Elective 10-12</b>
-------------------	--------------	------------	-----------------------

This course develops principles of data analysis and probability. Descriptive and inferential statistical methods are investigated along with elements of probability. Algebraic and graphical problem solving techniques are applied to data sets and probability situations. Statistical procedures involving interpretation, prediction, and modeling are studied. A graphing calculator is required (TI-83, 84 or equivalent).

**Prerequisite:** Algebra 1

MUSIC						
Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Band	1.0/year	MUS1A/1B	X	X	X	X
Concert Choir	1.0/year	MUS3A/3B	X	X	X	X

**Band and Concert Choir are participation/performance based courses and attendance is mandatory to all rehearsals and performances. Attendance during class and at performances has a direct effect on student grade.**

<b>Band</b>	<b>MUS1A/1B</b>	<b>1.0</b>	<b>Elective 9-12</b>
-------------	-----------------	------------	----------------------

Band is open to 9-12th grade students with or without previous instruction in playing band instruments. Band is geared towards music performance as a group, small groups or individually. Students will learn performance techniques on their specific instrument as well music theory and history as applied to pieces studied. Students who take band are expected to play in concert band, marching band, and pep band. Lessons and Solo and Ensemble performance are also required.

**ATTENDANCE AT ALL PERFORMANCES IS MANDATORY.**

<b>Concert Choir</b>	<b>MUS3A/3B</b>	<b>1.0</b>	<b>Elective 9-12</b>
----------------------	-----------------	------------	----------------------

Concert choir is open to all students in grades 9-12. An audition is not required to participate, however each individual must complete a non-graded skills assessment with the director at the beginning of the school year. Students will focus on learning the basics of vocal technique, sight-reading, and musicianship within a choir. Lessons and Solo and Ensemble performances are required. The choir will perform a minimum of once per quarter hosting two concerts as well as singing at other school or community events.

**ATTENDANCE AT ALL PERFORMANCES IS MANDATORY.**

## PHYSICAL EDUCATION

Beginning with the graduating class of 2026

Physical Education credits WILL be factored into a students GPA.

*Students must take and earn a physical education credit in grades 9, 10 & 11.*

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Physical Education 9	0.5/semester	PED900	X			
Health 9	0.5/semester	PED901	X			
Lifetime Fitness	0.5/semester	PED100		X	X	X
Advanced Strength & Conditioning	0.5/semester	PED200		X	X	X

<b>Physical Education 9</b>	<b>PED900</b>	<b>0.5</b>	<b>Required 9</b>
-----------------------------	---------------	------------	-------------------

Students will participate in a variety of activities which will include the following: wellness center, team & individual sports, adventure education & team building, and fitness assessments. The content focus of this course is in the Five Components of Fitness, which include muscular strength, muscular endurance, body composition, flexibility and cardiovascular endurance.

<b>Health 9</b>	<b>PED901</b>	<b>0.5</b>	<b>Required 9</b>
-----------------	---------------	------------	-------------------

Health Education is a semester long course taught at the freshmen level. This course is designed to help students make informed and responsible decisions as it relates to personal health practices and behaviors. Topics include Physical Health, Mental and Emotional Health, Alcohol, Tobacco and Other Drugs, First Aid and CPR, Nutrition, Consumer Health, and Human Growth and Development. This course is required by the DPI for graduation.

<b>Lifetime Fitness</b>	<b>PED100</b>	<b>0.5</b>	<b>Elective 10-12</b>
-------------------------	---------------	------------	-----------------------

Students will participate in a variety of activities which will include the following: wellness center, team & individual sports, elementary school partnership and fitness assessments. The content focus of this course is related to the F.I.T.T. principle as well as developing leadership and mentoring skills through the MAES partnership. **Prerequisite:** Physical Education 9

<b>Advanced Strength &amp; Conditioning</b>	<b>PED200</b>	<b>0.5</b>	<b>Elective 10-12</b>
---	---------------	------------	-----------------------

Students enrolled in this course will utilize the Wellness Center for resistance training multiple days per week, as well as participate in functional fitness activities such as speed, agility, flexibility, plyometric, and conditioning training. Each week students will learn about and implement a new type of training style, while becoming familiar with strength and conditioning terminology and programming. **Prerequisite:** Physical Education 9



## SCIENCE

**Students are required to earn three (3) credits of Science for graduation.** Please note that all UW four-year schools require General Science, Biology, and an additional lab science at a minimum.

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
General Science	1.0/year	SCI1A/1B	X			
General Biology	1.0/year	SCI6A/6B		X		
Biology	1.0/year	SCI2A/2B		X		
Advanced Biology	1.0/year	SCI3A/3B			X	X
Chemistry	1.0/year	SCI4A/4B		X	X	X
Advanced Chemistry	1.0/year	SCI5A/5B			X	X
Integrated Science	1.0/year	SCI7A/7B			X	X
Physics	1.0/year	SCI8A/8B			X	X
Medical Terminology ( <i>Dual Credit</i> )	0.75/semester	SCI900			X	X
AP Physics	1.0/year	SCI9A/9B				X

<b>General Science</b>	<b>SCI1A/1B</b>	<b>1.0</b>	<b>Required 9</b>
------------------------	-----------------	------------	-------------------

This course covers matter and energy. It sets the stage for future courses in biology, chemistry, and physics. Lab work, with data gatherings and interpretation is stressed throughout the course. The nature of science, measurement, elements, basic chemistry, organic chemistry, forces, work, energy, beginning physics, and introduction to earth science will all be studied.

<b>Biology</b>	<b>SCI2A/2B</b>	<b>1.0</b>	<b>Required 10</b>
----------------	-----------------	------------	--------------------

This course will introduce students to basic concepts of life science, how they are related in the natural world, theory and its practical application, laboratory procedures, problem solving, research, and data analysis. Major components studied include: cell structure and function, genetics and inheritance, survey of the 5 kingdoms and ecological & energy relationships.

<b>General Biology</b>	<b>SCI6A/6B</b>	<b>1.0</b>	<b>Elective 10</b>
------------------------	-----------------	------------	--------------------

Coursework is the same as Biology; however, material is covered at a slightly slower pace and not as in-depth.

---

<b>Integrated Science</b>	<b>SCI7A/7B</b>	<b>1.0</b>	<b>Elective 11-12</b>
---------------------------	-----------------	------------	-----------------------

This theme taught course will cover all three science disciplines and will incorporate life science, physical science and earth science principles. This course will have a variety of hands-on activities and will be project based to engage all types of learners.

<b>Advanced Biology</b>	<b>SCI3A/3B</b>	<b>1.0</b>	<b>Elective 11-12</b>
-------------------------	-----------------	------------	-----------------------

This course explores the areas of biology in more detail. Topics covered include biotechnology, selected areas of human anatomy and physiology, environmental awareness, and small introductions to botany and microbiology. Designed for those who plan to attend college, this course is especially beneficial to those considering the fields of science or medicine. **Prerequisite:** "C" or higher in Biology and/or "B" or higher in General Biology.

<b>Chemistry</b>	<b>SCI4A/4B</b>	<b>1.0</b>	<b>Elective 10-12</b>
------------------	-----------------	------------	-----------------------

Chemistry focuses on the nature of matter and its classification, makeup and changes. Laboratory work is involved and specific topics include writing and balancing equations, atomic structure, the Periodic Table, chemical bonding, solids, liquids, crystals, gases, solutions, reaction rates and chemical equilibrium. **Prerequisite:** Algebra I

<b>Advanced Chemistry</b>	<b>SCI5A/5B</b>	<b>1.0</b>	<b>Elective 11-12</b>
---------------------------	-----------------	------------	-----------------------

This course will be a more in-depth study of inorganic chemistry with an emphasis being placed on hands-on laboratory activities. Students will learn through a variety of college level laboratory activities and work with fire-based activities that include flame testing and electron ejection. **Prerequisite:** "C" or higher in Chemistry.

<b>Integrated Science</b>	<b>SCI7A/7B</b>	<b>1.0</b>	<b>Elective 11-12</b>
---------------------------	-----------------	------------	-----------------------

This theme taught course will cover all three science disciplines and will incorporate life science, physical science and earth science principles. This course will have a variety of hands-on activities and will be project based to engage all types of learners.

<b>Physics</b>	<b>SCI8A/8B</b>	<b>1.0</b>	<b>Elective 11-12</b>
----------------	-----------------	------------	-----------------------

Physics is the study of energy. Units of study include motion, forces, energy, fluid mechanics, sound, circular motion and the study of wave motion as it relates to sound and light, and electricity. This math based course is ideal for anyone seeking a degree in engineering or any other science field. Physics is NOT the same as AP Physics and does not cover Simple Harmonic Oscillator. **Prerequisite:** Completion of Geometry and Algebra II

---

**AP Physics****SCI9A/9B****1.0****Elective 12**

AP Physics is an algebra-based, introductory, college-level physics course. It explores Newtonian mechanics (including rotational motion), work, energy, power, and the Simple Harmonic Oscillator. This course DOES NOT include fluids.

**Prerequisite:** Completion of Geometry and Algebra II. Pre-Calculus in progress or completed.

**Medical Terminology****SCI900****0.75****Elective 11-12**

This course focuses on the component parts of medical terms: prefixes, suffixes and word roots. Students practice formation, analysis and reconstruction of terms. Emphasis on spelling, definition and pronunciation. Introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology. **NOTE:** This course is taught via Distance Learning in partnership with Northcentral Technical College.

**Dual Credit: 11-12;** Students will earn 3.0 credits from NTC upon successful completion.

## SOCIAL STUDIES

**Students are required to earn three (3.0) credits of Social Studies for graduation. Students in grade 9 are required to take US History: Great Wars & World Superpowers. All students are required to take American Government in order to graduate.**

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
US History: Great Wars	0.5/semester	SOC101	X			
US History: World Superpowers	0.5/semester	SOC102	X			
Area Studies	0.5/semester	SOC103	X	X		
Great Civilizations	0.5/semester	SOC104	X	X	X	X
European History	0.5/semester	SOC201		X	X	X
American Government	0.5/semester	SOC202		X	X	X
Consumer Economics	0.5/semester	SOC301			X	X
Introduction to Law	0.5/semester	SOC302			X	X
World War II	0.5/semester	SOC303			X	X
Vietnam	0.5/semester	SOC304			X	X
Social Problems	0.5/semester	SOC305			X	X
AP United States Government	0.5/semester	SOC306		X	X	X
Intro to Sociology (ECCP)	0.75/semester	SOC900			X	X
Intro to Psychology (ECCP)	0.75/semester	SOC901			X	X

<b>Area Studies</b>	<b>SOC103</b>	<b>0.5</b>	<b>Elective 9-10</b>
---------------------	---------------	------------	----------------------

The five themes of geography are location, place, interaction between people and their environment, movement, and region. These themes are applied to study the unique physical and human characteristics of various culture regions of the world: Western Europe, Eastern Europe, the Middle East and North Africa, Latin America, and Asia. The concept of globalization is also examined.

<b>US History: Great Wars</b>	<b>SOC101</b>	<b>0.5</b>	<b>Required 9</b>
-------------------------------	---------------	------------	-------------------

Investigate changes in American society brought on by immigration, the Industrial Age, and the Great Depression, as well as the government's response to these hardships on its citizens. Students will study the military and diplomatic philosophies behind imperialism and the creation of an American empire. Scrutinize the circumstances behind the start of both wars and the US entry into both conflicts, along with the concords that concluded these disputes.

---

**US History: World Superpowers****SOC102****0.5****Required 9**

Witness the contemporary events that have shaped the world you live in. Examine the causes behind the Cold War and the various conflicts spawned by this battle of ideologies from: Korea, Vietnam, and Afghanistan. Domestically, examine the Civil Rights Movement and the great leaders within it, the peace movement of the 60's, and the mistrust of government created by the Watergate scandal of the 70's. The latter units of this course prompt you to analyze the political and social events of your own lifetime and consider how they have influenced current events.

**Great Civilizations****SOC104****0.5****Elective 9-12**

This course investigate the development of the earliest civilizations in Mesopotamia and the Indus and Yangtze River Valleys. Explore key contributions made to Western civilization by the Mediterranean Civilizations of Greece and Rome. Examine the impact on Eastern and Western civilizations made by such religions and philosophies as: Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Zoroaster, & Islam, as well as the effects they have on world views of their followers.

**European History****SOC201****0.5****Elective 10-12**

European history studies the Middle Ages through the Age of Imperialism. Students will investigate the impact of actions taken during the Crusades and the Inquisition. Study the growth of learning and experimentation in the arts and sciences during the Renaissance. Evaluate the variances in political philosophy that evolved during the Enlightenment and Industrial Revolution. Determine the precipitators of imperialism and European domination of the world, as well as the movements that arose to end it.

**American Government****SOC202****0.5****Required 10-12**

This course acquaints students with national, state and local government. The philosophical foundation of our system of government is studied, as well as the Constitution and each branch of the national government. Other topics include political parties and elections, and civil rights and liberties. Students are encouraged to be well-informed on current events and political issues.

**Consumer Economics****SOC301****0.5****Elective 11-12**

Economics directly affects everyone. Understanding the interrelationship between individual economic decision making and the operation of the economy as a whole is essential to functioning effectively in our economic system. Fundamental economic principles, micro-and macro-economic concepts, and international economic concepts are studied. Topics include the functioning of markets, the role of government, monetary policy, taxes, fiscal policy and measuring economic growth.

---

**Introduction to Law****SOC302****0.5****Elective 11-12**

The historical origins and the development of our justice system and its institutions are examined. Civil and criminal justice topics are studied, including civil litigation, contract law, family law, criminal procedure, law enforcement and corrections. It is recommended that American Government be taken first.

**World War II****SOC303****0.5****Elective 11-12**

Very few wars can be defined in terms of “good vs. evil”. World War II is one such war. The global conflict from 1939 to 1945 shook the world and had lasting reverberations that we are dealing with to this day. It was the most widespread (fought across 6 of the 7 continents), costly, and destructive war in the history of the planet. Guided reading assignments – along with research studies and class projects – will take students from Hitler’s rise to power in 1933 to the surrender of the Japanese in 1945. Students will delve into a host of topics along the way including: Major foreign and domestic events of WWI (E.g., Battle of the Bulge, the Holocaust, Okinawa, Iwo Jima, Hiroshima, Normandy, D-Day, & Pearl Harbor); Axis and Allied powers; Life Under German occupation; Technological advancements; The role of women during the war; Espionage and war crimes & Cultural stereotypes (then and now). Actual historical documents, diaries/memoirs, newspaper accounts, propaganda pieces and films about World War II will be examined, as well as their relative credibility as a source. **Prerequisite:** “B” average in Social Studies courses.

**Vietnam****SOC304****0.5****Elective 11-12**

The Vietnam War has had a tremendous impact on our nation. From our citizens, to our universities, to our military, and to our government, none emerged the same from this turbulent event. This war was called the “first televised war” because of the breadth of the correspondents who covered it and the depth of our nation’s involvement in watching the nightly news to get the latest information. This course is intended to help a student who wasn’t even born when the last American helicopter took off from Saigon understand why people say “I hope it’s not another Vietnam.” The student will learn how we became involved in Vietnam, what American policies were, what life was like for the military in Vietnam, what was happening on the home front, the cultural changes which occurred in the United States and Wisconsin and finally, the consequences and lessons of war. There will be extensive reading, research, and projects for the course in addition to analysis of films and television clips. **Prerequisite:** “B” average in Social Studies courses.

**Social Problems****SOC305****0.5****Elective 11-12**

Methods of social science research are learned and applied to problems of contemporary American society and the global community. Social problems such as demographic change, poverty, crime and deviance, and changing social institutions are examined from a sociological perspective.

---

**AP United States Government****SOC306****0.5****Elective 11-12**

The purpose of this class is to prepare the student to take the Advanced Placement exam for US Government and Politics. In order to be successful, students must be able to analyze and evaluate the institutions, principles, beliefs, and groups that constitute our political system. Students may qualify for 3 college credits in Political Science, based on the AP exam results. It is required that American Government be taken before the AP Course.

**Prerequisite:** American Government.

**Introduction to Sociology (ECCP)****SOC901****0.75****Elective 11-12**

Introduction to the basic concepts, theories and methods of Sociology, emphasizing the significance of the self and culture, social process and organization, and forces of social stability and change.

**NOTE:** Does NOT count for required 3.0 credits of social studies needed for graduation. Counts as an elective.

**NOTE:** Early College Credit Program Application and/or Start College Now Application required. Each UW/Technical College may set forth their own additional requirements which may include: additional paperwork, GPA, AP Scores, ACT score, transcript, etc. Students will earn 3.0 credits from the UW System upon successful completion. Based on class maximum capacity, preference will be given to eligible seniors.

**Introduction to Psychology (ECCP)****SOC902****0.75****Elective 11-12**

Survey of major content areas in Psychology. Topics include research methodology, learning, memory, cognition, biological psychology, sensation, perception, motivation, emotion, development, personality, psychopathology, and social psychology.

**NOTE:** Does NOT count for required 3.0 credits of social studies needed for graduation. Counts as an elective.

**NOTE:** Early College Credit Program Application and/or Start College Now Application required. Each UW/Technical College may set forth their own additional requirements which may include: additional paperwork, GPA, AP Scores, ACT score, transcript, etc. Students will earn 3.0 credits from the UW System upon successful completion. Based on class maximum capacity, preference will be given to eligible seniors.

STEM						
Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Woods I	0.5/semester	TEC101	X	X	X	X
Woods II	0.5/semester	TEC102	X	X	X	X
Woods III <i>(DC 10-12)</i>	0.5/semester	TEC103		X	X	X
Metals I	0.5/semester	TEC201	X	X	X	X
Metals II	0.5/semester	TEC202	X	X	X	X
Metals III <i>(DC 11-12)</i>	0.5/semester	TEC203		X	X	X
Introduction to Drafting <i>(DC 10-12)</i>	0.5/semester	TEC301		X	X	X
Architectual Drafting <i>(DC 11-12)</i>	0.5/semester	TEC302		X	X	X
Small Engines	0.5/semester	TEC305	X	X	X	X
Introduction to Automotive <i>(DC 11-12)</i>	0.5/semester	TEC311	X	X	X	X
Construction Trades I	0.5/semester	TEC306		X	X	X
Construction Trades II	0.5/semester	TEC310		X	X	X
Welding I <i>(DC 11-12)</i>	0.5/semester	TEC308	X	X	X	X
Welding II <i>(DC 11-12)</i>	0.5/semester	TEC309	X	X	X	X
Intro to Computer Aided Manufacturing	0.5/semester	TEC4A	X	X	X	X
Advanced Computer Aided Manufacturing	0.5/semester	TEC4B	X	X	X	X

**Woods I**    **TEC101**              **0.5**                      **Elective 9-12**

Woods I will give students a general look at the woodworking industry, materials, and processing equipment. Students will research, plan, and create one or more beginner-level woodworking projects. Projects must gain prior approval before students may begin building. Safe and proper use of the machines will be taught before students begin work. Beginning level woodworking projects will be made at no cost to the students. Students will use this opportunity to learn various techniques and create a variety of simple woodworking projects to increase their skills.

**Woods II**    **TEC102**              **0.5**                      **Elective 9-12**

This course will build on concepts learned in Woods I. Students will research, plan, and create one or more intermediate-level woodworking projects. Projects must gain prior approval before students can build their projects. Safe and proper use of the machines will be taught before students begin work. The price range of the projects will vary from project to project. Students will need to pay in-full before they may start work on their projects. **Prerequisite:** Woods 1



---

<b>Woods III</b>	<b>TEC103</b>	<b>0.5</b>	<b>Elective 10-12</b>
------------------	---------------	------------	-----------------------

This course will build on concepts learned in previous woodworking courses. Students will research, plan, and create one or more advanced woodworking projects. Projects must gain prior approval before students can build their projects. Safe and proper use of the machines will also be taught before students begin work. The price range of the projects will vary from project to project. Students will need to pay in-full before they may start work on their projects.

**Prerequisite:** Woods 1 & 2.

**Dual Credit: 10-12;** Students will earn 2.0 credits from NTC upon successful completion.

<b>Metals I</b>	<b>TEC201</b>	<b>0.5</b>	<b>Elective 9-12</b>
-----------------	---------------	------------	----------------------

This class is designed to give a broad overview of the metals industry including materials and processes used production techniques, career possibilities and general skill development in a number of areas. These areas include SAFETY, blueprint reading, arc welding, oxyacetylene welding, MIG (wire feed) welding, TIG welding, sheet metal fabrication, metal lathe, and milling machine.

<b>Metals II</b>	<b>TEC202</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------	---------------	------------	----------------------

This class is intended to build on the skills learned and developed in METALS PROCESSES 1. Areas and activities students will cover are similar to the ones in METALS PROCESSES 1. Class will be designed around a student selected project or activity. **Prerequisite:** Metals 1

<b>Metals III</b>	<b>TEC203</b>	<b>0.5</b>	<b>Elective 10-12</b>
-------------------	---------------	------------	-----------------------

In this course, students will expand on skills and knowledge they have gained in their previous metalworking courses. Metals III students must use class time to design, plan, and build their own project ideas throughout the semester. Students will be responsible for covering the associated project costs. **Prerequisite:** Metals 1 & 2.

**Dual Credit: 11-12;** Students will earn 1.0 credit from NTC upon successful completion.

<b>Introduction to Drafting</b>	<b>TEC301</b>	<b>0.5</b>	<b>Elective 10-12</b>
---------------------------------	---------------	------------	-----------------------

All technical drawings are a language. Every language has a common set of rules to follow. This course will introduce students to the language of drafting through a variety of drafting exercises on paper and move into AutoCAD. This course will enhance a student's ability to read, interpret, and create prints that meet industrial standards and specifications. Drafting courses are great for anyone in artistic or technical careers.

**Dual Credit: 10-12;** Students will earn 2.0 credits from NTC upon successful completion.

---

**Architectural Drafting**

TEC302

0.5

Elective 11-12

Now students will engage with the next level of drafting with the latest version of Autodesk's Revit software. Through a variety of tutorials and exercises, students will build their capacity for creating a set of light commercial construction plans (Building Information Modeling "BIM" formerly known as working blueprints). Students will also learn how to customize options with both the software's family content creation and mechanical, electrical, and plumbing tools.

**Prerequisite:** Introduction to Drafting.

**Dual Credit: 11-12;** Students will earn 2.0 credits from NTC upon successful completion.

**Small Engines**

TEC305

0.5

Elective 9-12

Students will learn about 2 and 4 cycle gasoline engine theory of operation; fuel, ignition, cooling, and lubrication systems; tune-up and troubleshooting techniques. They will also learn about repair procedures; power transmission devices drivetrains clutches; hydraulic and pneumatic concepts. Students will disassemble a Kohler engine and a Briggs & Stratton engine provided by the school and will also have the opportunity to work on their own engines.

**Introduction to Automotive**

TEC311

0.5

Elective 9-12

Students will be introduced to the automotive service facility. Safety and the use of basic hand and power tools helps the prospective automobile technician work safely and efficiently. Students learn to use both comprehensive and manufacturer's shop manuals to perform basic under-hood and under-car services. These services include: Wheels and Tires, Suspension, Brakes, Basic Diagnostics, as well as fluid changes. **Prerequisite:** Small Engines **Dual Credit: 11-12**

**Construction Trades I**

TEC306

0.5

Elective 10-12

Construction Trades prepares students with lab experiences consistent with entry-level employability skills in masonry, carpentry, electrical, plumbing, and heating/ventilation/air-conditioning (HVAC) fields. Course participants will have the benefit of gaining expertise from local contractors that are looking to hire. The knowledge and abilities learned in this course can be applied to both residential and commercial construction trades.

**Prerequisite:** Metals I, II or Woods I, II or Metals I, Woods I

**Construction Trades II**

TEC310

0.5

Elective 10-12

Construction Trades II is a continuation of the first trades course. Students will put their skills to the test in order to "finish" the project that was started first semester. Participants will begin each phase by bidding and estimating materials for the tasks assigned like: exterior finishes (siding and brick), flooring (wood and tile), installing pre-hung doors, drywall and mudding, interior trim, electrical finishes, demolition, and roofing (if time permits). If you see yourself becoming a contractor or a homeowner, you should take this course. **Prerequisite:** Construction Trades I

---

<b>Manufacturing</b>	<b>TEC307</b>	<b>0.5</b>	<b>Elective 9-12</b>
----------------------	---------------	------------	----------------------

Manufacturing is the use of machines, tools and labor to produce goods for use or sale. The class will try out several different types of manufacturing first hand by designing and creating small projects. The class will brainstorm a list of project ideas, choose one, and then decide as a class what type of manufacturing process they should use to make it. Then the students will go through the building process evaluating what the advantages as well as disadvantages are for that type of manufacturing.

<b>Welding I</b>	<b>TEC308</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------	---------------	------------	----------------------

This course will explore several different welding processes including SMAW, GMAW, GTAW. Students will learn how to read welding plans and symbols, understand the makeup of different metals and troubleshoot different welding issues. Advanced work in this course will include learning how to weld different joints including pipe and in unique positions including overhead and vertical like you would find out in industry.

**Dual Credit 11-12;** Students will earn 1.0 credit from NTC upon successful completion.

<b>Welding II</b>	<b>TEC309</b>	<b>0.5</b>	<b>Elective 9-12</b>
-------------------	---------------	------------	----------------------

This course will advance students' skills in several different welding processes including SMAW, GMAW, GTAW. Students will read welding plans and symbols to weld up several different joints and projects. Students will work on out of position welding, stainless steel welding, as well as pipe welding. Each student will also get to try several welding tests that they would experience on a job site. Welders from local businesses will be brought in to share tips and tricks to better the students abilities. **Prerequisite:** Welding I.

**Dual Credit: 11-12;** Students will earn 1.0 credit from NTC upon successful completion.

<b>Introduction to Computer Aided Manufacturing</b>	<b>TEC4A</b>	<b>0.5</b>	<b>Elective 9-12</b>
---	--------------	------------	----------------------

CAM students will learn the basics for both the software and production side of creating custom and/or standard 2D & 3D wood/metal signs/art, vinyl decals, 3D printed models/parts, key chains, t-shirts, and mugs. Approximately every two weeks, students will be finishing a project and moving to the next rotation. This course is designed to suit the needs for future engineers, manufacturers, and artists alike.

---

**Advanced Computer Aided  
Manufacturing**

**TEC4B**

**0.5**

**Elective 9-12**

Advanced CAM students will propose, plan, and create projects/assemblies to benefit an end-user population. Students will be responsible for designs, associated programming, material costs, and timeline. Students must be driven in order to trouble-shoot their designs and stay on track as they work hard to bring their ideas to life in a manner that balances form and function.

**Prerequisite:** Introduction to Computer Aided Manufacturing. Intro to Drafting is recommended but not required.

---

## WORLD LANGUAGE

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Spanish I	1.0/year	FOR1A/1B	X	X	X	X
Spanish II	1.0/year	FOR2A/2B	X	X	X	X
Spanish III	1.0/year	FOR3A/3B		X	X	X
Spanish IV	1.0/year	FOR4A/4B			X	X
Spanish V	1.0/year	FOR5A/5B				X

The introductory level of a world language is the foundation for all succeeding levels. With consistent high interest in language learning and a great work ethic, it is possible for students to take the UW Spanish placement exam, successfully complete the Spanish college course into which they place (B or better) and earn retroactive college credits (4-12+ credits). Please consult the specific requirements on your desired university's website. The University of Wisconsin - Madison requires applicants to complete a minimum of two years of a single foreign language.

<b>Spanish I</b>	<b>FOR1A/1B</b>	<b>1.0</b>	<b>Elective 9-12</b>
------------------	-----------------	------------	----------------------

This is an introductory course for students with little (exploratory) or no prior Spanish experience. Upon successful completion, students will be able to communicate about themselves and others and express basic needs and wants in the present via brief conversations and reading and writing basic paragraphs in the Spanish language.

<b>Spanish II</b>	<b>FOR2A/2B</b>	<b>1.0</b>	<b>Elective 9-12</b>
-------------------	-----------------	------------	----------------------

This class will continue to develop skills acquired in level 1 and pursue more advanced grammar and vocabulary. By year end, students will be able to expand their communication skills to involve speaking, reading, writing, and listening in the past and future.

**Prerequisite:** Spanish I (C- or higher)

<b>Spanish III</b>	<b>FOR3A/3B</b>	<b>1.0</b>	<b>Elective 10-12</b>
--------------------	-----------------	------------	-----------------------

Spanish III is an intermediate level world language class. Students will strengthen skills and vocabulary from levels I and II while enriching their abilities with a variety of verb tenses. Longer and more detailed communication in the target languages is the goal.

**Prerequisite:** Spanish I and II (C- or higher)

---

**Spanish IV****FOR4A/4B****1.0****Elective 11-12**

Students enrolled in Spanish IV are interested in pursuing further language study. Emphasis is on day to day application of previously learned material along with using critical thinking skills in the target language.

**Prerequisite:** Spanish I-III (C- or higher)

**Spanish V****FOR5A/5B****1.0****Elective 12**

Students enrolled in Spanish V are also interested in pursuing further language study. Emphasis is on day to day application of previously learned material along with using critical thinking skills in the target language.

**Prerequisite:** Spanish I-IV (C- or higher)

*Due to varied enrollment and scheduling logistics, most years the upper level Spanish classes are combined into an Advanced Spanish class. The curriculum rotates so the topics/themes change year-to-year, but emphasis remains on application of skills while differentiation is employed to maximize individualized learning.*

*Spanish for Native Speakers is available within the Advanced Spanish class as well. This allows heritage learners to work on writing and reading skills while exploring different cultures as well as their own.*

## SPECIAL EDUCATION

Course Name	Credit	Course #	Grade Levels			
			9	10	11	12
Life Skills	1.0/year	SPE501/502	X	X	X	X
Study Skills	1.0/year	SPE801/802	X	X	X	X
Math Skills	1.0/year	SPE202/203	X	X	X	X
American Government Skills	0.5/sem	SPE301		X	X	X
English Skills	1.0/year	SPE401/402	X	X	X	X
Science Skills	1.0/year	SPE701/702	X	X	X	X
Adaptive Physical Education	1.0/year	SPE601	X	X	X	X
Adaptive Art	1.0/year	SPE100	X	X	X	X
Adaptive Tech Ed	1.0/year	SPE503	X	X	X	X
Resource	—	SPE901/902	X	X	X	X

Marathon High School offers a full continuum of supports and services for students with Individualized Education Programs (IEPs).

Students with IEPs receive instruction from highly qualified teachers in required academic and elective areas. Students needing more support beyond the general education environment have access to a variety of other supports and services throughout their day to meet their individualized needs as determined by the IEP team.

<b>Resource</b>	<b>SPE901/902</b>	<b>—</b>	<b>Elective 9-12</b>
-----------------	-------------------	----------	----------------------

Designed for students who have an Individual Education Plan (IEP). Addresses individual student goals in a structured individual and/or small group setting. **Prerequisite:** IEP

<b>Life Skills</b>	<b>SPE501/502</b>	<b>1.0</b>	<b>Elective 9-12</b>
--------------------	-------------------	------------	----------------------

This course provides specially designed instruction to students with developmental disabilities on how to be independent. Lessons range from money management, personal hygiene, health & nutrition, first aid, interpersonal social skills, and other skills needed for daily life. **Prerequisite:** IEP

<b>Study Skills</b>	<b>SPE801/802</b>	<b>1.0</b>	<b>Elective 9-12</b>
---------------------	-------------------	------------	----------------------

---

Study Skills is designed to support student success in core classes. Study Skills addresses specific IEP goals, transition needs, and academic skills development in individualized and small group instruction. **Prerequisite:** IEP

<b>Math Skills</b>	<b>SPE202/203</b>	<b>1.0</b>	<b>Elective 9-12</b>
--------------------	-------------------	------------	----------------------

Math Skills provides specially designed instruction in math calculation, concepts and reasoning and pre-algebra and algebra skills determined by individual student goals. **Prerequisite:** IEP

<b>American Government Skills</b>	<b>SPE301</b>	<b>0.5</b>	<b>Required 10-12</b>
-----------------------------------	---------------	------------	-----------------------

American Government Skills provides places emphasis on the U.S. Constitution along with the modern era, post World War II. **Prerequisite:** IEP

<b>English Skills</b>	<b>SPE401/402</b>	<b>1.0</b>	<b>Elective 9-12</b>
-----------------------	-------------------	------------	----------------------

English Skills provides specially designed instruction in basic reading skills, passage fluency, comprehension, vocabulary development, convention and more. **Prerequisite:** IEP

<b>Science Skills</b>	<b>SPE701/702</b>	<b>1.0</b>	<b>Elective 9-12</b>
-----------------------	-------------------	------------	----------------------

English Skills provides specially designed instruction in basic reading skills, passage fluency, comprehension, vocabulary development, convention and more. **Prerequisite:** IEP

<b>Adaptive Physical Education</b>	<b>SPE601</b>	<b>0.5</b>	<b>Elective 9-12</b>
------------------------------------	---------------	------------	----------------------

Students enrolled in Adaptive Physical Education will utilize a variety of skills such as throwing, catching, and rolling to participate in small group and individual physical education activities. Strength and conditioning lessons in the wellness center will also take place each week. Depending on readiness level, some students may also collaborate with their peers in general physical education during certain units. **Prerequisite:** IEP

<b>Adaptive Art</b>	<b>SPE100</b>	<b>1.0</b>	<b>Elective 9-12</b>
---------------------	---------------	------------	----------------------

Adaptive Art creates meaningful art experiences with a focus on creativity and fine motor skills. Studies include drawing, painting and sculpting. Students will create artwork independently and collaboratively throughout the school year.

**Prerequisite:** IEP

<b>Tech Ed Skills</b>	<b>SPE503</b>	<b>1.0</b>	<b>Elective 9-12</b>
-----------------------	---------------	------------	----------------------

This course is designed to be a hands-on, project-based class in which students develop basic shop skills, a proper safety attitude, and basic skills in wood project construction. The course will focus around the concept of “learning by doing” and also follow the S.T.E.M. (Science, Technology, Engineering & Math). **Prerequisite:** IEP



---

**Study Hall****STH100/STH200**

—

**Elective 9-12**

Study hall is a one period block of time for students to work independently or receive academic help from their teacher. Students are assigned to a specific classroom at a designated time that fits into their schedule. Students are allowed to take ONE study hall per semester, with a maximum of two study halls per year.

If a student wishes to take a study hall each semester, they will request STH100 & STH200 on their course request form. If a student only wishes to take one study hall during the school year, they will select STH and the study hall will be placed in the semester that best fits with their course selections.

# Student Services

# Course Scheduling

## Course Offerings 2023-2024

Student Services 

- **Freshman Registration Form**
- Sophomore Registration Form
- Junior Registration Form
- Senior Registration Form

**Academic & Career Planning** 

## JUNIOR YEAR CONFERENCES - PARENTS PLEASE REVIEW

Course Scheduling

**ACP Career Pathways booklet**

Graduation Requirements

**Early College Credit Program Form** (UW System)

-- **UW Application** must be completed

School Profile

9th Grade - KNOW

**Start College Now Form** (Technical Schools)

**NTC Pathway Academies**

NTC

10th Grade - EXPLORE

**Distance Learning** (NTC)

11th Grade - PLAN

-- **NTC Application** must be completed in order to enroll at the specific school

12th Grade - GO!

**Responsible Learner Form** (NTC)

Career Clusters, Pathways & Programs of Study

**Higher Ed Drop & Refund Policies**

Colleges and Universities

**Course Payment Agreement Form** - Required\*



College Credits in High School

What is YOUTH APPRENTICESHIP (NTC)

Youth Apprenticeship Testimonial (NTC)

ACP Links

# Marathon High School

College & Career Center  
Marathon, WI 54448

Phone: 715-443-2611

Visits

© 2023 Marathon School District

Financial Aid

Parents // Students // Families //

Scholarships // Community // Staff



Standardized Assessments

Student Mental Health

Student Employment & Volunteer Opportunities

Transcript Request



## MAES/MVA Vertical Planning Tool

Grade Level	Expedition/ Module	Tri	Specials Connections	Fieldwork	Experts	Service	Product
4K	Seasonal Themes <ul style="list-style-type: none"> <li>- Fall</li> <li>- Giving Thanks</li> <li>- Christmas</li> </ul>		-Music -Art Projects -Character Traits (Compassion)	-Nature Walks -Apple Orchard -Apple Dapple  -Toy Collections to show compassion		- Toys for Tots drive	
	Maple Syrup		-Music -Stories	Learn the tools that are needed for collecting sap.  Tap a maple tree on school property.  Collect sap daily!	Carrie Haehlke  Local Maple Syrup Producers		Add our sap to a mass production and enjoy "our" syrup over pancakes for our celebration of learning!
	Pond		-Music -Stories -Projects	Visit our school pond	MVA Students (Past Buddies) Lori Miller/Parent has come in with different stages of the frog life cycle.		(Prior to pond renovations) Created signs and posters with MVA buddies for the school pond.  Made a classroom book of our pond critters that we studied.  Celebrations of learning singing

							songs, showing final products, and taking walks around our school pond.
<b>K</b>	Toys and Play	1	Music: Instruments vs. Toys (Drums) Art: <u>Shape Toy Trucks</u>	Petsmart	Fetch		Make a dog toy to donate to Fetch
	Weather	2	Art: <u>City at Night, Sun Collage</u> (both need LT adjustment to connect better)	Outdoor Weather Stations	Meteorologist		Weather Book
	Trees are Alive	2 and 3	Art: <u>Impressionist Apple Blossoms, Apple Art</u>	CWES St. Anthony's Nature Trail	Jeremy Natzke		Tree ID Card
	Appreciating Trees	3	<u>A Tree for all Seasons</u>	Rib Mountain Doepke Park Nature Trail	DNR	Planting Trees	
<b>1</b>	M1 : Tools at Work	1	<i>Music Songs</i> Art: <u>Robot Drawing, Arlo Needs Glasses, Texture Tool Clay Bowl</u>		<i>Parent/community Experts come in to share tools they use at their job</i>		<i>Magnificent Thing</i>
	M2: Sun, Moon and Stars	2	Art: <u>My Constellation, Watercolor Rockets</u>	<i>Planetarium -Smithsonian</i>			<i>Narrative Poem</i>
	M3: Birds Amazing	2	<i>School Pond</i>	<i>REGI</i>	<i>REGI</i>	<i>Raising</i>	<i>Wisconsin Bird</i>

	Bodies/ Caring for Birds	and 3	Library: <i>Bird Background building and research: PebbleGo</i> Art: <u>Lois Ehlert</u> <u>Spring Bird, Pinch Pot Bird</u>	CWES		<i>Chicken Peregrine Falcons WPS</i>	<i>Identification Cards Informative Writing</i>  <i>Feathered Friend Saver - Window Clings</i>
<b>2</b>	M1: Building a Community	1	Art - <u>Oil Pastel Portraits</u>	Marathon Walk	Ted Knoeck Lori Ludwig Jennifer Passehl Andy Kurtz		What's Important About Marathon Placemat
	M2: Fossils Tell of Earth's Changes	2	Art - <u>Clay Dinosaur Tile Archeology Water color Resist</u> Library: Dymomite Dinosaurs PebbleGo research and Google Slide Show	Colossal Fossils			Narrative Book
	M3: The Secret World of Pollination	2 and 3	Music - It's Pollination Time Art: <u>Clementine Hunter's Zinnias,</u>		Jeff Harmon - Bee Keeper		
	M4: Providing for Pollinators	3	Art: <u>Insect Drawing</u>		Charlotte Schlagel - Butterfly - butterfly expert		Seed Packet
<b>3</b>	Tri 1: <i>Readers to Leaders</i>	1			-ShyAnn Egwata	-Books For Africa	-Effective Learner Podcast (share out)

					Uganda Students - Foreign Exchange Students: Eric Carlborg	Drive	with school)
	Tri 2: <i>Journeys of Hope</i>	2	Phy. Ed: Pioneer games Unit Art: <u>Weaving with Yarn</u>	-Day in the life of a pioneer: <i>Little Red School- house</i> -Marathon County Historical Museum ~Marathon Heritage Center	-Marathon County Historical Museum: Anna Straube	-Collect coins to activate wax museum figures for an organization during COL	Living Wax Museum Script/ Presentation COL
	Tri 3: <i>Fascinating Frogs</i>	3	Art: <u>Clay Lizard/Pinch Pot Frog?</u> , <u>Great Barrier Reef Paper Art/Frog Environment</u> Music: Frog music composition (trying 2022 spring)	-Mead Wildlife Area -Wausau School Forest -School Pond (weekly visits)	-Mead: Pam R -WSF:Chris Nelson/ Mike Mroczenski		-e-book→ pourquoi tale -Wisconsin Frog Kiosk Posters (by the River)
4	M1: Oral Traditions, Symbolism, Building Communities	1	Music: Story and Soundscape creation to Native Stories Art: <u>Navajo Weaving</u> , <u>Coil Pots</u>	-Iroquoian Museum			Community quilt
	M3: The American Revolution	2	Music:*Hamilton song*				Broadside

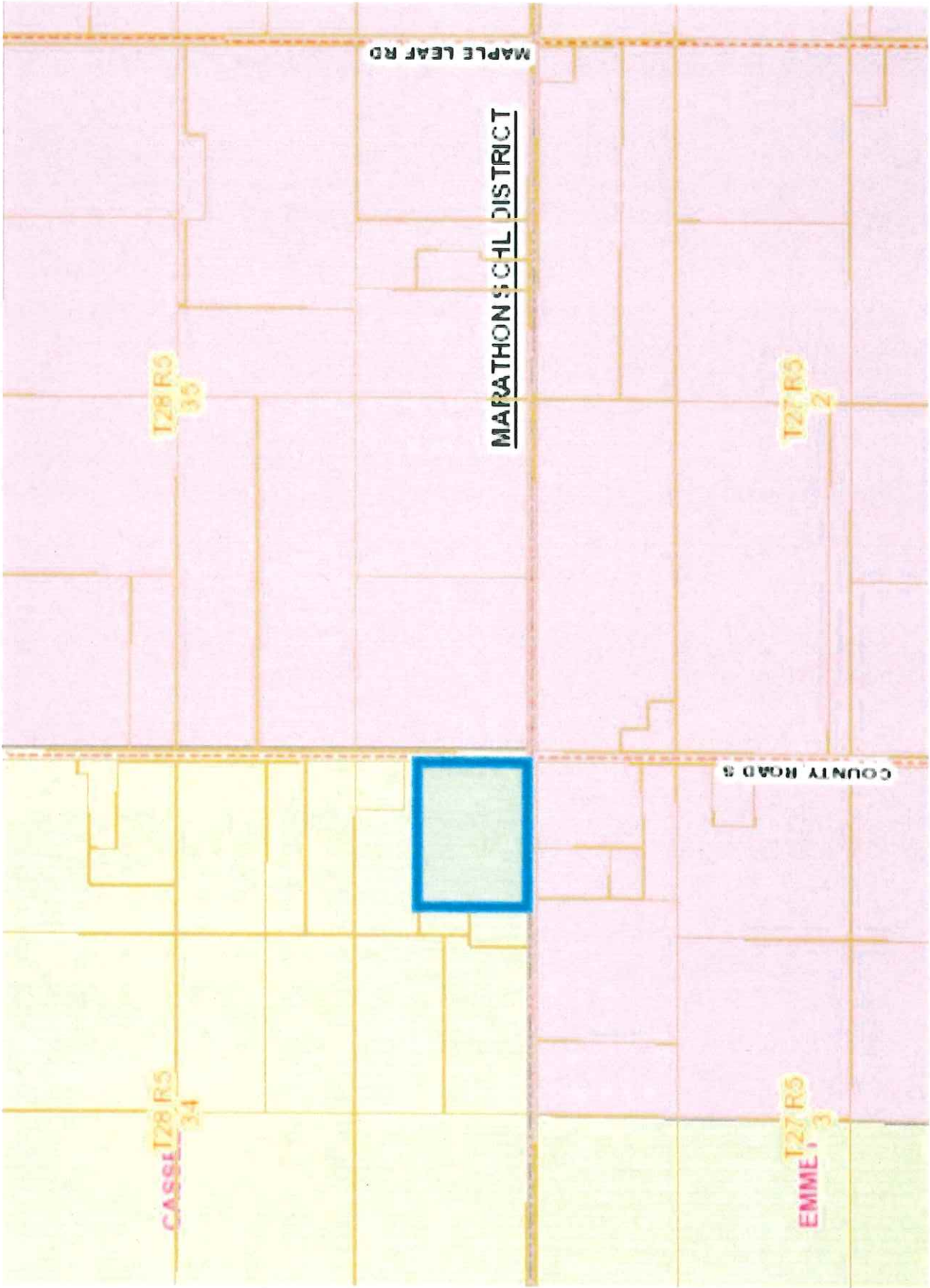
	M4: Responding to Inequality: Ratifying the 19th Amendment	2/3	Music:Composers/song Study (American)	Tour Madison Capital	Rob Michitsch - UWSP Professor Susan Schuller - Recycling Connections - Development, Education, & Outreach Coordinator Camryn Brewbaker - UWSP Student - Environmental Science and Sustainable Energy Jonathan Schroeder - EPA - Sustainable Management of Food Dave Barbier - Sustainability Coordinator of UWSP	Food Waste Warriors Program	PSA: Kids Making a Difference
	M2: Defense Mechanisms	3		UWSP Natural History Museum Trip, Henry Vilas Zoo, Fish Hatchery	UWSP-Student Presentation Joan-Fish Hatchery	Raise Trout	Choose Your Own Adventure Book
<b>Grade Level</b>	<b>Expedition/ Module</b> <u>Ideas for Future</u>	<b>Tri</b>	<b>Specials Connections</b>	<b>Fieldwork</b>	<b>Experts</b>	<b>Service</b>	<b>Product</b>
<b>5</b>	M1: Human Rights	1	Music:Music history, Civil rights songs, jazz, women in music/original european era music.				Essay connecting real life child labor stories to the UDHR
	M2: Wisconsin Forests	2		2 days at SF w/	Nick - DNR		Brochure for School



			stations w/ foresters	Forester		Board
	M3: Sports and Athletes Impact on Culture	2/3	Art: <u>Kehinde Wiley Portraits</u> Music: Athletic/Musical connection to athletes in music? (Football in Ballet/physicality in musicals) Library: Biography research resources	Lambeau Field (Kick-Off)	Nick Baumgartner Snowboard Cross Olympic Gold Medalist?	Poster with researched athlete bio and personal success statement and essay
	M4: Natural Disasters	3	PSA w/Chuck			PSA over safety/preparedness needed in different countries to survive natural disasters
<b>6</b>	Tri 1: River Within Us	1	Art: Choir: PE: Business:	<ul style="list-style-type: none"> <li>Water quality testing</li> <li>Local govt. tour</li> </ul>	<ul style="list-style-type: none"> <li>Andy Kurtz</li> </ul>	Posting Awareness PSA's PSA Poster Advocating for Watershed Health
	Tri 2: Body, Mind, Spirit	2	Art: <u>Scientific Drawings/Art Therapy</u> Choir: Anatomy and Physiology of Vocal Production PE: Business: Screen time and the brain	Rasmussen College	<ul style="list-style-type: none"> <li>Jamie Kahon</li> <li>Rasmussen Staff</li> <li>Pam Warren</li> <li>Angela Wenninger</li> </ul>	Wellness Fair (heart rates, yoga/meditation, screen time) Greek market Annotated scientific drawing of the heart Wellness Fair Display(heart rates, yoga/meditation, screen time)
	Tri 3: Exploring New Frontiers	3	Art: <u>Wenzel Hablik Universe</u> Choir: Folk Song PE: Business:	<ul style="list-style-type: none"> <li>Rib Mountain geology tour</li> <li>Planetarium</li> </ul>		Unknown explorers "living museum"

<b>7/8 Year 1</b>	Tri 1: Culture of Climate Change	1	Art: <u>I am a Protector</u> Choir: PE: Business:	Climate Camp @ AINL	Cat Techtman Apostle Island Expert Staff		Climate Story Documentary or Climate Story Comic
	Tri 2: Innovation	2	Art: <u>Hilma af Klint Abstract Art</u> Choir: PE: Business:	EMMIT Technology Rotations  NTC STEM Department			20% project (similar to a science fair)
	Tri 3: Sustainable Economics	3	Art: <u>Magazine Bowls</u> Choir: PE: Business:	MEAD Reservation	Tony Schultz NTC Ag Center		Sustainable recipe guide
<b>7/8 Year 2</b>	Tri 1: Operation Pride	1	Art: <u>Medals</u> Choir: 4 military creeds	Oak Island Boot Camp Highgrounds	<ul style="list-style-type: none"> <li>• Local veterans</li> <li>• Local military recruiters</li> <li>• Local historian /militaria</li> </ul>	Veteran Ceremony	Veteran Biographies
	Tri 2: Civil War/Civil Rights	2	Art: <u>Kimmy Canterel Clay Face, Faith Ringgold Quilts</u> Choir: Songs from Civil Rights (Protest and Spirituals) PE:			Volunteering at: WCS, Neighbor's Place, Sal Arm, Goodwill	

			Business:				
	Tri 3: Becoming American	3	Art: Hmong quilt? Choir: PE: Business:	Hmong Museum Ellis Island Simulation	<ul style="list-style-type: none"> <li>• Jim Harris</li> <li>• Foreign Language Department</li> </ul>		Story Cloth Personal Narrative



To: School Board  
From: R. Parks  
Date: February 8, 2023

Re: Potential Land Transfer Considerations

The Marathon and Edgar schools have received documentation for considering land transfers for the 2023-24 school year. The significance here is that there are two properties that wish to transfer to Marathon and one property that wishes to transfer to Edgar direction. There are some facts that you may want to consider as you discuss and act on the petitions.

1. The taxed land values are important when considering the impact to district valuation.

Marathon property #1: \$279,500

Edgar property #1: \$289,300

Edgar property #2: \$323,200

2. Current school age and infant children residing at the properties, as we are aware.

Marathon property #1: 1 4k and an infant (2)

Edgar property #1: Twin toddlers and expecting this spring. (3)

Edgar property #2: 1 school age (5K) and one toddler.(2)

3. Using \$11,807 (Marathon) and \$10,657 (Edgar) as the per pupil revenue limit calculation figure and forecasting future revenue impact over the 12 years of education (excluding 4K) for the next 17 years:

2 students x 12 years x \$10,657 = \$255,768 revenue limit calculation

3 students x 12 years x \$11,807 = \$425,052 revenue limit calculation

(1 student x 11 years) and (1 student x 12 years) x \$11,807 = \$271,561  
=\$696,613

4. Bus transportation added cost for families desiring to become part of Marathon District. According to Fischer Transportation, due to lack of turn-around at the locations it is anticipated that each property wanting to attach to Marathon will increase current bus routes by 4 miles per location per route.

Estimated cost for Marathon: 4 miles/day x 2 times/day x 175 days x \$1.00/mile =  
\$1,400/year/location X 2 X 12. (-\$33,600)

Estimated cost for Edgar: 3 miles/day x 2 times/day x 175 days x \$1.00/mile =  
\$1,400/year/location X 12. (-\$12,600)

5. Open Enrollment revenue calculation for aid adjustment.

2 students x 12 years x \$8,224 = \$197,376 (\$85,992 keep)=\$579,432

3 students x 12 years x \$8,224 = \$296,064 (\$87,588 keep)

2 students x 12 years x \$8,224 = \$197,376 (\$58,392 keep)=\$343,356

\*\*The numbers in this document are all estimates and may change over the course of 12 years. There are many variables within these examples. Dollar amounts given are current and the timeframe is assuming students remain with districts for 12 years.

**MATERIALS  
FROM  
DPI FILE**

The petitioner must complete Section 1, then take the form to the municipal clerk to complete Section 2, and then submit the petition to the school district where the property is located. See <https://dpi.wi.gov/sms/reorganization/small-territory-owner> on the Internet for more information. The petition must be submitted to the school district **BEFORE FEBRUARY 1.**

SECTION 1 - TO BE COMPLETED BY THE PERSON SUBMITTING THIS PETITION (please print or type)			
Petitioner Name(s) <u>Nathan and Danielle Martin</u>			
Address (street, city, zip) <u>13370 County Road P Marathon, WI 54448</u>			
Phone Number <u>715 5515595</u> <u>715 581 2456</u>	E-mail <u>nathanmartin10.8@gmail.com</u>		
Legal Description of Territory Proposed for Detachment INCLUDING PARCEL NUMBERS:			
<u>Parcel # 01228053440992</u>			
<u>Address: 13370 County Road P Marathon, WI 54448</u>			
<u>Description: SEC 34-28-05 PT OF SE 1/4 SE 1/4 E 1111.25' OF S 866.25' THRE EX RD</u> <small>(If more space is needed to describe the property, attach additional pages)</small>			
I/we, the undersigned, representing 50% of the owners or a majority of electors owning or residing on the above described territory, file this petition to detach the above described territory FROM the <u>Edgar</u> School District and to attach it TO the <u>Marathon</u> School District.			
(Use page 2 for additional signatures if there are multiple petitioners)		(For each signature check one)	
SIGNATURE(S)	DATE	Property Owner	Elector Both Owner and Elector
1. <u>Danielle Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. <u>Nathan Martin</u>	<u>10/19/22</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SECTION 2 - TO BE COMPLETED BY THE CLERK OF THE MUNICIPALITY IN WHICH THE TERRITORY IS LOCATED - (please print or type)			
The legal description of the territory proposed for detachment is sufficient to identify its location and value. <small>(If no, return the form to the petitioner.)</small>		YES	NO
<u>Edgar</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
School District where territory is located	Value of Property	<u>289,300</u>	
Municipality where territory is located <u>Cassel</u>	Year Value was Determined	<u>2020</u>	
County where territory is located <u>Marathon</u>	Assessment Ratio	<u>100%</u>	
I, the undersigned, certify that the property description in Section 1 is sufficient to determine its location and value and that the information entered above in Section 2 is correct.			
SIGNATURE OF MUNICIPAL CLERK		Date:	
<u>Mary Kay Hagenbucker</u>		<u>10/27/22</u>	
Name of Clerk (please print) <u>Mary Kay Hagenbucker</u>			
Mailing Address <u>223001 Brookfield Rd Marathon</u>			
Phone Number <u>715-573-3862</u>	E-mail Address <u>TOWN OF CASSEL@gmail.com</u>		
SECTION 3 - TO BE COMPLETED BY THE CLERK OF THE SCHOOL DISTRICT IN WHICH THE TERRITORY IS LOCATED - (please print or type)			
District receiving petition <u>Edgar</u>	Date received	<u>1/11/2023</u>	
Number of pupils residing in the territory described in Section 1 who were reported as of the most recent 3 <sup>rd</sup> Friday in September or 2 <sup>nd</sup> Friday in January (see s.121.05 (1) (a), Wisconsin statutes, for categories of students to include).			<u>0</u>
Name of School District Clerk (please print)	Rebecca Normington	Phone	<u>715-352-2352</u>
SIGNATURE OF SCHOOL DISTRICT CLERK		<u>Rebecca Normington</u>	



**Date:** April 17, 2023

**To:** Rebecca Normington, Clerk, School District of Edgar  
Beth Seubert, Clerk, School District of Marathon

**From:** Kathy Fry, Secretary  
School District Boundary Appeal Board

**Subject:** School District Boundary Appeal Board Hearing, File #2023-03

A request for review of File 2023-03, a petition to detach territory from the School District of Edgar and attach it to the School District of Marathon, has been filed with the Secretary of the School District Boundary Appeal Board (SDBAB). A copy is enclosed for your information. The petitioner has paid the required \$750 filing fee.

SDBAB hearings are generally held in May so that final orders may be issued by June 15. For us to try to establish hearing dates most convenient to the schedules of all participants, please inform us by **April 28** which of the following dates a representative from your district would be available: May 10, 15, 16, 17, or 24. **NOTE: At this time, we are planning to hold all meetings virtually via Microsoft Teams.**

Hearings are typically scheduled between 8:30 am and 4:00 pm. Hearings generally take between two and four hours and two or three may be scheduled on the same day. We will do our best to schedule the hearing for a day a district representative is available, but cannot guarantee that will occur. **When the hearing schedule is finalized, the district will be notified, in writing, of the date, time and location.** If no district representative is available to attend on that day, written information may be submitted.

PI 2.04, Wisconsin Administrative Code, directs that the **clerk of the school board of an affected school district** shall submit the following materials to the Secretary of the School District Boundary Appeal Board at the Department of Public Instruction (DPI):

1. A certified copy of any resolution related to any reorganization proceeding under Chapter 117, Wis. Stats. **(If a resolution has already been sent to the DPI, it is not necessary to send another copy.)**
2. Any reorganization order filed as required under sec. 117.17, Wis. Stats. **(If there is no reorganization order or a reorganization order has already been sent to the DPI, it is not necessary to provide a copy.)**
3. A copy of the notice of any school board hearing on a petition or a resolution for reorganization; transcribed minutes, transcribed stenographic record, or transcribed electronic recording of hearing; and, a correct copy of all exhibits and data submitted at the hearing. If the hearing was a joint hearing, the clerk of the school board from which said territory is proposed to be detached shall submit the information.
4. Any written statement of facts and other relevant matters relating to a proposed reorganization.



**Both districts** are also asked to provide the following two items:

5. A class schedule showing the course offerings available in the school or schools that the children of the petitioners attend or would attend. This might be a two-to-three-page summary for the elementary school – or a link to the course catalogue.
6. School district map clearly indicating the location of property or properties under appeal.

These materials and summary information prepared by the Department from district data already on file will be made available in advance of the hearing to the SDBAB panel members, the petitioners, and other district representatives.

The required materials in electronic form are needed no later than the day before the scheduled hearing. If you wish to provide materials that are not available in electronic form, please **submit eight (8) copies** at least two weeks before the scheduled hearing so we have time to mail them to the SDBAB panel members.

Please send the materials to:

Secretary, School District Boundary Appeal Board  
Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841

Your timely response to this request will ensure that the panel members have sufficient time before the hearing to read and review the material. The panel will deliberate and make its decision immediately after the conclusion of the testimony and any rebuttal that is presented on the day the hearing is held.

Presentations using digital materials may also be possible if provided in advance.

Additional information about the SDBAB panel hearing process can be found at <http://dpi.wi.gov/sms/school-district-boundary-appeal-board/hearing>. If you have any questions about the hearing or the procedures, please contact me at (608) 224-5343, or via email at [Kathleen.Fry@dpi.wi.gov](mailto:Kathleen.Fry@dpi.wi.gov).

Thank you.

Kathy Fry  
School Administration Consultant  
Wisconsin Department of Public Instruction

Enclosures

cc: Dr. Cari Guden, District Administrator, School District of Edgar  
Amy Thuot, Executive Assistant, School District of Edgar  
Richard Parks, District Administrator, School District of Marathon  
Jackie Hanke, Administrative Assistant, School District of Marathon



**Date:** April 17, 2023  
**To:** Nathan and Danielle Martin  
**From:** Kathy Fry, Secretary  
School District Boundary Appeal Board (SDBAB)  
**Subject:** Request for SDBAB Review – File #2023-03

This memo acknowledges receipt of your request for review by a panel of the School District Boundary Appeal Board (SDBAB) of File #2023-03, a petition to detach property from the School District of Edgar. We have also received your check in the amount of \$750.00.

SDBAB hearings are generally held during May so that final orders may be issued by June 15. For us to try to accommodate your schedule, please inform us by Friday, **April 28** which of the following dates you would be available: May 10, 15, 16, 17, or 24. **NOTE: At this time, we are planning to hold all meetings virtually via Microsoft Teams.**

Hearings are typically held between 8:30 a.m. and 4:00 p.m. Hearings generally take between two and four hours and two or three may be scheduled on the same day. We will do our best to schedule the hearing for a day you are available, but cannot guarantee that will occur. **When the hearing schedule is finalized, you will be notified in writing of the date, time and location of your hearing before the SDBAB panel.** You may send a representative or written information if you will be unable to appear in person.

Enclosed is a summary of the hearing procedures. This document indicates that petitioners have the right to submit materials that will be provided to the SDBAB members and district representatives if they are submitted before the hearing. If you plan to submit such material, please email it to me no later than one day before the hearing. If the hearing takes place in Madison, you may also bring material (8 copies) on the day of the hearing. In-person presentations using digital files may also be possible if you bring your own computer to the hearing location. Additional information regarding materials and presentations will be provided when notice of the hearing date is sent.

A copy of the document describing the hearing procedures can also be found at <http://dpi.wi.gov/sms/school-district-boundary-appeal-board/hearing>. If you have any questions about the hearing or the procedures, please contact me at (608) 224-5343, or via email at [Kathleen.Fry@dpi.wi.gov](mailto:Kathleen.Fry@dpi.wi.gov). Materials may be sent to my attention at DPI, P.O. Box 7841, Madison, WI 53707-7841.

KF  
Enclosure



February 2, 2023

School District Boundary Appeal Board  
125 South Webster Street  
Madison WI 53703

Pursuant to PI 2.05(4), Wis. Admin. Code, I hereby appoint Kathy Fry secretary of the School District Boundary Appeal Board. In this capacity, Kathy Fry will serve as non-voting chair of the School District Boundary Appeal Board Panel.

Sincerely,

A handwritten signature in blue ink that reads "Jill Underly".

Jill K. Underly, PhD  
State Superintendent



## Public Notice of Open Meeting

STATE OF WISCONSIN  
DEPARTMENT OF PUBLIC INSTRUCTION  
SCHOOL DISTRICT BOUNDARY APPEAL BOARD  
PUBLIC MEETING

<b>TIME</b>	2:00 p.m. – 4:00 p.m.
<b>DATE</b>	5/15/2023
<b>LOCATION</b>	The hearing will be by videoconference on Microsoft Teams +1 608-620-9781, Conference ID: 847 371 882#
<b>PURPOSE</b>	School District Boundary Appeal No. 2023-03  Edgar School District Marathon School District  The School District Boundary Appeal Board will meet to hear testimony and take action on the proposed reorganization of territory, as provided under Wis. Stat. sec. 117.12(4).
<b>FURTHER INFORMATION</b>	Kathy Fry, Secretary School District Boundary Appeal Board (608) 224-5343

*This meeting site is accessible to persons with physical disabilities. Any person requiring other special accommodations because of a disability should contact Kathy Fry at (608) 224-5343 in advance of the hearing date.*