

NEW AUBURN COURSE DESCRIPTIONS

TABLE OF CONTENTS

A.	AGRICULTURE.....	1
B.	TECHNOLOGY & ENGINEERING.....	4
C.	SCIENCE.....	5
D.	SOCIAL STUDIES.....	7
E.	ART.....	9
F.	ENGLISH.....	10
G.	BUSINESS EDUCATION.....	12
H.	MATHEMATICS.....	15
I.	PHYSICAL EDUCATION.....	16
J.	MUSIC.....	18
K.	SPANISH.....	19
L.	DRIVER EDUCATION.....	20
M.	TUTORING.....	20
N.	TEACHER AIDE.....	21
O.	DISTANCE LEARNING COURSES.....	21

Updated 3/8/24

AGRICULTURE:

1. **Backyard Agriscience:** This class is designed for the student who likes to explore beyond the basic realm of agriculture & discover new frontiers related to it. It emphasizes alternative ways of staying connected to “the earth”. Examples of topics covered include: Value added products,, raising bison, fish farming, ecotourism, growing herbs, planting prairie grass, wildflowers, and other related areas of interest. This class will include a variety of classroom and project work, outdoor activities, and field trips. **Course No.**
2. **Decisions & Dollars:** Those students interested in managing finances for both personal and small business procedures will find this course interesting. Classroom work will include a study of agribusiness careers. Business management units include personal financial record keeping, inventory, balance sheet, income statement, cash flow, owner equity, analyzing financial performance, business planning, business borrowing, and management information systems. (Semester) **Course No.**
3. **Agriculture Leadership Skills:** This YEARLONG COURSE is designed for students in grades 912. It emphasizes the importance of leadership skills and provides practical hands-on activities. Careers, scholarships, conflict resolution, team building, and community service are just a few of the topics presented. Students enrolled in this course will also be trained as a mentor through the PROJECT PALS program and be provided the opportunity to work with an elementary student. Certification of mentorship will also be awarded. A variety of class projects and activities makes this a dynamic course for every student! (Year) **Course No. 1st Semester / 2nd Semester**
4. **Equine Science:** (Semester Course) You will gain an increased knowledge and appreciation for horses by taking this course. Equine history, breeds, biomechanics of movement, selection, feeding and care, common management practices, equitation, behavior and business aspects are samples of course content that will be presented. Handson learning activities and field trips will enhance instruction.
5. **Agricultural Work Based Learning:** Junior or senior students enrolling in this class will be placed and receive on the job training in a local vocational agricultural establishment. This is a cooperative learning program in which the

students will be supervised by the employer and the agriculture instructor in work/learning situations. Practical work experience and classroom theory will provide the student an excellent opportunity to "learn by doing". (Semester or Year). **Course No.**

6. **Agricultural Shop Skills:** This course is designed to enable students to work on individual projects. Safety procedures are first emphasized. Areas of concentration will include woodworking and metalworking with special emphasis on welding. Students are provided the opportunity to design and weld their own projects. Those interested can compete in the "Lincoln Arc Welding Contest" on an individual or group basis. (Trimester) **Course No.**

7. **Animal Science:** Students interested in animals will want to be part of this class. Beef, sheep, swine, poultry, and horses will be topics of study. Emphasis of care and management, anatomy and physiology, reproduction, nutrition & feeding, disease & parasite control, housing & caging will be included. Judging techniques & contest opportunities will be available. Animal science production & marketing topics will assist each student in becoming an informed consumer. (Semester) **Course No. 1st Semester**

8. **Conservation & Forestry:** If you plan on one day owning your own wood lot you will want to take this course. Students will understand the growth of the tree and its uses and purposes in society. Management aspects of forestry, methods of forest fire prevention, and insect control will be covered. Students will work in forest areas in tree identification activities, use of increment borers & cruising sticks, and pruning & planting. Resource people who work in the conservation & forestry industry will compliment and supplement classroom presentations. School forest lab work will be a part of this class. (Semester) **Course No. 1st Semester / 2nd Semester**

9. **Food Science:** This course relates scientific principles to food science. Topics of discussion include consumer education, careers in food science, food microbiology, regulations, productions, and basic components. Handson activities related to topics of discussion will be emphasized. Students gaining knowledge and skills related to food science provide a basic introduction in a current and growing field of agriculture. (Semester)

10. **Landscaping & Horticulture:** This course will benefit you if you plan on becoming a future home owner. Units of study include landscape planning, design, and materials. Also included will be shrubbery and shade tree selection,

planting and care, lawn care, and care of lawn mowers and lawn equipment. Horticulture work will include a review of plant growth and cultural practices in caring for fruit trees, small fruits and vegetables. Students, through lab work, will gain knowledge and experience of land planning and designing their own landscape & garden plans through computerized program work. (Semester)

Course No.

11. **Small Animal Science:** If you currently own a pet or plan to own a pet you will not want to miss this course of study. It is designed for the rural or urban student. Dogs, cats, rabbits, and birds are key topics. Course work will include a study of career opportunities related to small animal science. Main emphasis will include studies in the following areas: general care and management, anatomy and physiology, reproduction, nutrition and feeding, disease and parasite control, and housing and caging of small animals. The course will be supplemented with instructional lab work in the area of proper pet grooming and showing. (Semester) **Course No.**
12. **Soil Science & Plant Ecology:** Get yourself outside and study good land stewardship. Course work will include soil formation, texture, structure, soil sampling and testing, soil management, liming and fertilization, and soil science. Students will gain knowledge and skills of land judging through exciting outdoor labs and land judging contests. Plant Ecology will include plant growth and cultural practices recommended for the common agricultural crops grown in our area. (Achieving a letter grade of A/B in this class student will be equivalent to 1 credit at CVTC.) (Semester) **Course No.**
13. **Wildlife Ecology:** This course is designed for students interested in all phases of fish and wildlife conservation. Principles of ecology and needs of wildlife in relationship to their environment habitat will be studied as well as game laws, predators, ecosystems, etc. Department of Natural Resources personnel will be integrated into this course to personally provide valuable information related to wildlife ecology. Films produced on wildlife management and field trips will also be a part of this course. Guest speakers, such as a wildlife biologist, who work in wildlife management will be invited into the classroom to complement the presentation of course content. (Semester) **Course No.**
14. **Agriscience Research & Discovery:** (Semester Course) This course will provide a solid foundation relating agriscience research. Sample research projects will be explored. Agriscience resources will be investigated. Topic areas will be discovered. A major part of this course will be a hands-on research project

accompanied by a related portfolio. It's your chance to experiment, discover and learn in a fun and exciting learning environment. All projects will relate to agriscience.

15. **Exploration of Agriculture 7th Grade:** This course introduces students to a variety of agriculture careers. Career opportunities related to agriculture are discussed. Our "National FFA Organization" will be introduced with its origin, purpose, structure and operating procedures. Other units of instruction are safety in agriculture, wildlife, water, soil, forests, natural sciences, large animal care, and small animal care. A number of outdoor labs, field trips will be conducted for students to gain knowledge and skills in various areas. (Quarter) **Course No.**
16. **Integration of Agricultural Sciences 8th Grade:** This course reviews the vast number of agriculture career opportunities which exist in the agriculture industry. A review of "National FFA Organization" will be included in course studies. Continued exploration of safety in agriculture, wildlife, water, soil, forests, natural sciences, large animal care, and small animal care will take place. A strong base for leadership skills will be established. (Quarter) **Course No.**

TECHNOLOGY & ENGINEERING:

1. **Tech 7:** Tech 7 offers a number of activities in the areas of production, communication, and transportation to meet the student's needs at the middle school level. Students learn to take a personal interest in developing sound work habits while maintaining motivation and pride in themselves and their learning environment. The content is presented through "hands on" activity based learning.
2. **Tech 8:** Tech 8 offers a number of activities in the areas of production, communication, and transportation to meet the student's needs at the middle school level. Students learn to take a personal interest in developing sound work habits while maintaining motivation and pride in themselves and their learning environment. The content is presented through "hands on" activity based learning.
3. **Intro To Tech:** (9-12 Grades) Traditionally this is the beginning shop class. It is geared toward Freshman or those new to Tech Ed. Intro to Tech is a broad diversified course which will allow students to explore a variety of areas in Tech Ed including but not limited to Woodworking, welding, engines, 3D modeling, construction, machining and CNC operating. Students have plenty of time spent on individual "hands on" activities. (1 Trimester) **Course No. 1809, 2809 or 3809**

4. **Metals/Engines:** (10-12 Grades or Freshman who take Into to Tech First). This course will be a combo of welding, CNC machining and engines. Students will rotate into each of the areas. For the welding portion, students will gain experience with welding processes such as SMAW, GMAW, GTAW, OFC, and PAC. They will also get to use the CNC Plasma cutter. In the machine portion, students will learn to run the Haas CNC mill. For the Engines portion students will be doing small engines and auto care. (2 Trimesters)

Course No. 1811 & 2811

5. **Woodworking/Construction:** (10-12 Grades or Freshman who take Into to Tech First) This class is going to be half woodworking and half construction. For the woodworking portion, students will learn a variety of wood joint and cabinetry techniques to create quality woodworking projects. For the construction portion, students will learn basic residential framing techniques such as floor, wall and roof framing. (1 trimester) **Course No. 1812 or 2812**

6. **Trojan Manufacturing:** (10-12 Grades) In this class students will be running a small business. The goal is to design, build and sell a product that makes money. It will be run like a small business and students will be put into "jobs" within the company. It will be a collaboration with the business department to carry out the advertising, marketing and sales of the business. (1 trimester)

Course No. 2810

7. **Mechanical Design:** (9-12) This class will have a heavy emphasis on 3D modeling in Autodesk Fusion 360. The solid modeling skills that students will learn will also lead to creating parts on our CNC equipment. (1 trimester)

Course No. 3810

8. **Advanced Tech:** (10-12 Grade with at least 2 prior Tech Ed courses) Advanced Tech is a broad diversified course which provides students with opportunities to research and design their own projects in tech ed content areas of interest. This class is designed to be more self-paced for the students that already have lots of prior tech ed courses. (1 trimester) **Course No. 1800**

SCIENCE:

1. **Science 6:** This course focuses on aspects of Earth Science. Students will start the year with a comprehensive unit on the scientific method, units of measurement, and collecting and analyzing data. The Earth's atmosphere is first discussed and includes components that will be covered in more depth in 7th and 8th grade. Students will then cover weather and climate. Earth's natural resources are discussed including an entire chapter that focuses primarily on water. (Year) **Course No. 61306, 62306 & 63306**

2. **Science 7:** This course reviews skills that include the scientific method process, units of measurement, and collecting and analyzing data. Science 7 is focused on the aspects of Physical Science. Topics included are energy, (sources of energy, types of energy and energy use), matter (atoms and the Law of Conservation), and physical and chemical bonding. (Year) **Course No. 71307, 72307 & 73307**
3. **Science 8:** The course is designed to provide students with a basic understanding of biology. Topics included are cells (types and division), reproduction, genetics and heredity and the human body systems. **Course No. 81308, 82308 & 83308**
4. **Physical Science 9:** This course is a general laboratory science class which consists of an emphasis of one trimester of introductory Physics and one trimester of introductory level Chemistry. There will also be direct correlations integrated to include concepts within the earth and life sciences. This course is structured to teach and utilize the scientific method and metric measurements in all units. Math skills will be used during the year in order to investigate force, motion, energy, waves, electricity, and magnetism will be discussed as the student learns how these are formed and the features that characterize them. The properties of matter, atomic structure, and chemical reactions allow the student to acquire an understanding of the world around them at a microscopic level. (Two Trimesters) **Course No. 1309, 2309 or 3309**
5. **Biology:** Biology deals with the understanding of living organisms in relation to their environment and each other. Plant and animal kingdoms are studied in this course. As students begin with the structure and processes within living organisms. The course then transitions into the study of taxonomy systems for classifying animals and plants working with the simplest organism in each kingdom and advancing to the most complex. Biology is a combination of classroom work with laboratory exercises and online activities to facilitate student understanding of concepts under examination. (Two Trimesters) **Course No. 1310, 2310 or 3310.**
6. **Chemistry:** Chemistry deals with the study of the components of matter and the chemical processes that make life possible. The course will begin with a review of the scientific process and proceed to a study of the elements. Chemical reactions and the use of equations to express these reactions are studied in classroom and laboratory work. Inorganic and organic branches of chemistry form the substance of the course's content. A great college and tech prep course for those interested in the medical field, engineering, hydraulics, welding, environmental careers, cosmetology careers, manufacturing, etc. (Two Trimesters). **Course No. 1312, 2312 or 3312.**

7. **Physics:** Physics deals with the properties of matter that create or explain the occurrences in our physical world. The relation of matter to energy in the form of heat, light, and the emission of sound is examined through extensive laboratory work. The various forms of mechanics, electricity and time and distance problems are emphasized in this course as measurement and educational approaches to solving problems in physics are used in classroom and laboratory exercises. Prerequisite Completion of science requirement and Algebra I. A great college and tech prep course for those interested in engineering, mechanics, hydraulics, welding, math careers, etc. (Two Trimesters) **Course No. 1315, 2315 or 3315.**
8. **Human Biology - Anatomy & Physiology:** Anatomy and Physiology is an in depth approach to biological systems of the human being. Laboratory and classroom work focuses on vertebrates with extensive work with laboratory dissection and anatomy. This course is oriented toward the college bound student and any student planning a health or medical technology career. Prerequisite: Biology. Topics include all of the human systems, diseases and effects of aging. (Two Trimesters) **Course No. 1311, 2311 or 3311.**

SOCIAL STUDIES:

1. **Social Studies 6:** This course will be studying the basics of geography. The students will study the basics of human and physical geography, government, and economics. They will apply those skills to create maps and projects to the United States, Canada, Latin America, Mexico, Central America, and South America. (Year) **Course No. 61406, 62406 & 63406.**
2. **Social Studies 7:** This course will deal with the important regions of the world. The students will be exploring Europe, Russia, the Nile Valley, Africa, China, Japan, the Koreas, Australia, Oceania, and world religions. As the student studies each world region, they will be attempting to understand and appreciate the geography, history, culture, political structure and economy of the countries included in each region. During the school year, they will know the locations of the countries within each continent. (Year) **Course No. 71407, 72407 & 73407.**
3. **Social Studies 8:** This course will talk discuss the events in American History from the Aztec, Mayan, Olemc times to the Reconstruction after the Civil War. Students will discuss how America was founded and affected by the European

Exploration. Students will dive into the French and Indian War, War of 1812, and the Civil War. Students will examine different perspectives of various topics to debate. Students will know events on a timeline and who the famous founding fathers are. (Year) **Course No. 81408, 82408 & 83408.**

4. **World Cultures:** This course is all about exploring different cultures and the world's greatest mysteries such as The Lost City of Atlantis, Amelia Earhart, Death of King Tut, etc... Students will examine different theories and explain their reasoning for the theory they believe is the most plausible. The students will use writing skills to write speeches, or use materials to create buildings.

5. **Civics:** This is a required course for Freshmen, the first Social Studies course within high school. Students will engage in the study of citizenship, rights and responsibilities, the development of our Constitution and nation, and develop a foundational understanding of our local, state, and national governments. Students will also examine the three branches of government, election and nomination procedures, and what is necessary to vote. They will dive into the background of the major political parties and where they fit in the political spectrum. Students will finish the course by taking the Citizenship Test which is required by the State of Wisconsin for graduation. (Two Trimesters) **Course No. 1409, 2409 & 3409.**

6. **World History:** This elective course is available to all high school students. We will look at the creation of the world and civilizations, travel to the lands of Mesopotamia, Egypt, China, Greece, Rome, and many more. There will be a dive into the major world religions along with major Empires throughout the world. The course wraps up with an in depth study of the Middle Ages, Renaissance, and the French Revolution. The course however is open to change to the classes' interests. Students can take it for a Trimester or Two Trimesters; they can take either trimester without any worries of missing important information, each topic is its own part. (One Trimester) **Course No. 1410, 240 & 3410.**

7. **U.S. History:** This is a required course for all high school students. The course has recently been changed to be a sophomore level course, previously it was a junior level course. The course will begin with Industrialization and Immigration and then move into the Progressive Era and Imperialism. Following these topics we will dive into WWI and WWII, the 1920s and Depression, the Cold War and more. The course will wrap up discussing the Civil Rights Movement and the Vietnam War. (Two Trimesters) **Course No. 1411, 2411 & 3411.**

8. **Economics:** This is a required course that is most often taken by Seniors, but is open to any Juniors that are interested in taking it as well. Economics will focus on six main topics: Basis of Economics, Practical Economics, Supply and Demand, Business/Marketing/Finances, U.S. Economy, and Global Economy. Students are going to learn real life applications to benefit them going forward as they move into adulthood such as budgeting, taxes, etc. (Two Trimesters) **Course No. 1412, 2412 & 3412.**

9. **Social Problems:** This is an elective class for any student. Within the course, we will look into a variety of topics impacting people throughout the United States and the world. Topics include but not limited to: Racism, social status, inequality, gender, social movements, and current events. This is a course where discussion, group work, and participation are vital to the experience within it. (One trimester course) **Course No. 1413, 2413 & 3413.**

10. **Independent Study:** This is a course where there are multiple elements to it. Students are able to take any of the courses mentioned above if they do not fit in their schedule as an independent study. Students are also able to take an extension of the previous courses if they desire. It will be where the student is expected to complete work on a daily/weekly basis, depending on what has been determined by the student and teacher. All students that want to take an independent study must be pre-approved by the teacher and have a discussion of the expectations of the course. (One, Two, or Three Trimesters). **Course No. Varies by class**

11. **Modern History:** This is an elective course for any student, but preferred for upper class students. Within the course, we look at the events after the Vietnam War to present day. We are working to see if the past events within modern times have caused any major changes to occur within our country. We look at topics such as Watergate, Presidential times in office, Terrorism, etc. (One trimester course)
12. **Geography:** This is an elective course for any student. Students are going to look at various locations within the world and do project based learning around topics, location, etc. Students are going to use physical and human geography to determine how life in other parts of the world differs from life here in the United States. (One trimester course)

ART:

1. **2D Art One Trimester/.5 credit** This trimester long course is intended for high school students and explores two dimensional art. Students will learn about and use the elements and principles of art to create drawings, paintings, prints, foil art, and more. A variety of media may be used such as charcoal, pen and ink, watercolor paint, tempera paint, acrylic paint, oil paint, printmaking blocks, and more. Units of study will include art making, art history, art criticism, and aesthetics.
2. **3D Art One Trimester/.5 credit** This trimester long course is intended for high school students and explores three dimensional art. Students will learn about and use the elements and principles of art to create sculptures. A variety of media may be used such as wood, plaster, clay, glass, Styrofoam, and more. Units of study will include art making, art history, art criticism, and aesthetics.
3. **Digital Photography One Trimester/.5 credit** This trimester long course is intended for high school students and may only be taken once. Students are required to have their own digital camera or cell phone in order to take photographs outside of class. Students should plan on spending one to two hours a week outside of class to take assigned photographs. Students will learn how to compose and take photographs and how to alter their photographs on the computer using photo editing software. Units of study will

include art history, art criticism, and aesthetics. Class size is limited to 12 students.

4. **Computer Graphics One Trimester/.5 credit *Prerequisite: Digital Photography** This trimester long course is intended for high school students and may only be taken once. It emphasizes design elements and principles in the purposeful arrangement of images and text to communicate a message. Students focus on brainstorming ideas and concepts, sketching them on paper, and using computer software to produce them. Students will create a logo, brochure, advertisement, poster, product design, and more. Students will have experience in generating original ideas, executing layouts and designs on paper and the computer, and critiquing other's work. Units of study will include art history, art criticism, and aesthetics. Class size is limited to 12 students.
5. **Yearbook *Year Long Course/1.5 credit** This course is intended for high school students. It provides students with the knowledge and skills necessary to produce the high school yearbook. Students may gain experience in several components such as writing, editing, layout, production, photography, and more. Students will be responsible for fundraising activities, solicitation, selling yearbooks, and helping in the layout and design of the yearbook.
*Students must take Yearbook for the entire year because they will be assigned spreads.
6. **Independent Study in Art One Trimester/.5 credit *Prerequisite: Grade of B- or higher in their chosen medium AND teacher permission.** This trimester long course is intended for high school students who have taken all the courses available in their specific medium. It is offered to students wishing to work in a more independent environment in a specialized area of study. Students are expected to work on projects of their choosing under the guidance of the art teacher. Students are expected to produce artwork for periodic evaluation.
7. **Art Metals One trimester/.5 credits.** This trimester long course is intended for high school students and may only be taken once. This course will focus on art making using metal as the medium. Students will learn to cut and clean metal. Students will be using metal saws and other tools to create well refined art metal.
8. **Painting One trimester/.5 credits.** This trimester long course is intended for high school students and may only be taken once. This course focuses on color theory. Students will learn how to make their own canvas and choose which canvas type works best for them. Students will learn to use acrylic paint and different techniques of painting to create high quality projects.

9. **Ceramics I One Trimester/.5 credit.** This trimester long course is intended for high school students and may only be taken once. This course will help students develop an understanding of the clay process. Students will learn how to hand build vessels. Students will also have the opportunity to learn how to throw a vessel on a pottery wheel.
10. **Ceramics II One Trimester/.5 credit.** This trimester long course is intended for high school students and may only be taken once. The prerequisite for this course is a passing grade in Ceramics I. In this course students will choose their method of building and create various projects that build off of their learning from Ceramics I.
11. **Art 6 & Art 7 One Trimester** Students will learn about and use the elements and principles of art and design to create 2D and 3D works of art. Students will work with a variety of materials in various styles and techniques. Units of study will include art making, art history, art criticism, and aesthetics.
12. **Art 8 One Trimester** Students will learn about various art careers and create a project for each area of study. Students will work with a variety of materials in various styles and techniques. Units of study will include art making, art history, art criticism, and aesthetics. This class will help extend student skills and interests for advancement into high school art classes.

ENGLISH:

1. **English 6:** The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement. The units target what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction. Over the year, students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology. (2024)
Course No. 61106, 62106 & 63106.
 - a. 6A: Dahl & Narrative
 - i. BIG IDEA The power of first-person memoir to capture the experiences and emotions of childhood
 - ii. READING Observe how an author creates a character

- iii. WRITING Focus on a moment in the text and develop a unique perspective about it
- b. 6B: Mysteries & Investigations
 - i. BIG IDEA Investigators' approaches to medical and criminal mysteries
 - ii. READING Assess the credibility of evidence used to support conclusions
 - iii. WRITING Explain which trait is most useful to problem-solving investigators
- c. 6C: The Chocolate Collection
 - i. BIG IDEA Facts and stories of chocolate through the ages and across cultures
 - ii. READING Identify and compare various authors' purposes and perspectives
 - iii. WRITING Synthesize information from several sources to develop an argument
- d. 6D: The Greeks
 - i. BIG IDEA Humans vs. gods in ancient Greece
 - ii. READING Analyze the connections between symbols, characters, and themes in mythology
 - iii. WRITING Write about the development of a shared theme in two texts
- e. 6E: Summer of the Mariposas
 - i. BIG IDEA The hero's journey through Aztec mythology
 - ii. READING Trace a character's arc from the beginning of a novel to the end
 - iii. WRITING Analyze how character traits assist a heroic character on their journey
- f. 6F: The Titanic Collection
 - i. BIG IDEA The lives and experiences of the Titanic passengers
 - ii. READING Compare and contrast perspectives on a single event
 - iii. WRITING Develop a question, conduct research, and create a multimedia project

2. English 7: The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement. The units target what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction. Over the year, students explore text structures and elements across a broad range of

genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology. (2024)

Course No. 71107, 72107 & 73107.

- a. 7A: Red Scarf Girl & Narrative
 - i. BIG IDEA The impact of social and political forces on individual experiences
 - ii. READING Examine the differences between a character's thoughts and actions
 - iii. WRITING Use revision to strengthen elaboration
- b. 7B: Character & Conflict
 - i. BIG IDEA The impact of societal restrictions and racism on individual dreams and family dynamics
 - ii. READING Analyze a character's unconscious motivations
 - iii. WRITING Make thematic connections across genres
- c. 7C: Brain Science
 - i. BIG IDEA Brain development and brain disorders
 - ii. READING Synthesize central ideas developed throughout text sections and across text features
 - iii. WRITING Describe facts, explain concepts, and use logical reasoning to support claims
- d. 7D: Poetry & Poe
 - i. BIG IDEA Visual storytelling and the art of suspense
 - ii. READING Analyze the influence of unreliable narrators
 - iii. WRITING Compare and contrast characters' perspectives
- e. 7E: The Frida & Diego Collection
 - i. BIG IDEA Art as personal, cultural, and political expression
 - ii. READING Analyze how figurative language conveys an author's tone and perspective
 - iii. WRITING Synthesize information from several sources to develop an argument
- f. 7F: The Gold Rush Collection
 - i. BIG IDEA The diverse characters and disparate conditions of the California Gold Rush
 - ii. READING Compare and contrast how authors with differing perspectives address related topics
 - iii. WRITING Develop a question, conduct research, and create a multimedia project

- 3. English 8:** The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed around sets and sequences of compelling texts that support deep engagement. The units target what is most powerful about each text, engaging students in a variety of reading, writing, and speaking and listening activities that put the text at the center of instruction. Over the year, students explore text structures and elements across a broad range of genres—including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Equally important, students develop a broad vocabulary and knowledge of a wide range of subject areas—from classic literature to contemporary literature; from neuroscience to key American thinkers; from modern, seminal drama to Greek mythology. (2024)

Course No. 81108, 82108 & 83108.

- a. 8A: Perspectives & Narrative
 - i. BIG IDEA Making sense of individual, cultural, and familial identity within conflicting forces of society
 - ii. READING Notice the impact of author’s craft and structure
 - iii. WRITING Write a narrative about a childhood memory
- b. 8B: Liberty & Equality
 - i. BIG IDEA The meaning of “all men are created equal”
 - ii. READING Evaluate how an author builds an argument in a narrative text
 - iii. WRITING Analyze how authors use language to make a case for liberty and equality
- c. 8C: Science & Science Fiction
 - i. BIG IDEA Creators vs. creations
 - ii. READING Analyze an author’s development of themes
 - iii. WRITING Argue opposing claims about a character and resolve the contradiction
- d. 8D: Shakespeare’s Romeo & Juliet
 - i. BIG IDEA The forces of love vs. the forces of hate
 - ii. READING Paraphrase Shakespearean English and trace extended metaphors
 - iii. WRITING Choose between contradictory positions and argue with evidence
- e. 8E: Holocaust: Memory & Meaning
 - i. BIG IDEA The influences of and responses to the Holocaust
 - ii. READING Synthesize multiple accounts to develop understanding and empathy

- iii. **WRITING** Analyze the impact of propaganda and explain the response to unfolding events
 - f. **8F: The Space Race Collection**
 - i. **BIG IDEA** The successes and sacrifices of space exploration
 - ii. **READING** Integrate information from a variety of sources and perspectives to develop a nuanced understanding of complex topics
 - iii. **WRITING** Develop a question, conduct research, and create a multimedia project
- 4. **Literacy Skills 6-8:** Students explore a variety of topics and texts in order to review, preview, and build upon Wisconsin state standards.
- 5. **English 9:** Students will engage with and analyze a variety of texts including literature, film, and other forms of media. Units of study include the short story, realistic fiction, nonfiction, and the novel. Various writing projects and essays will be completed throughout the year. Class novels could be, but not limited to: *The Outsiders*, *Night*, and *Of Mice and Men* with realistic fiction literature circle book options including *The Running Dream*, *Peak*, *Gym Candy*, *Cameron and the Girls* and *Dead End in Norvelt*. Students will also participate in a persuasive speaking unit. (Two Trimesters). **Course No.**
- 6. **English 10:** A continuation of Freshman English, this class has a primary focus on literature and stories from around the world. Literary elements are studied through short story, poetry, journalism, historical fiction novels, drama, and allegorical tales. Novels read, but not limited to: *Animal Farm*, *12 Angry Men*, and *The Odyssey*, with historical fiction literature circle book options including *True Grit*, *Code Name Verity*, *The Book Thief*, *Ashes in the Snow*, *The Girl From Everywhere*, and *To Kill a Mockingbird*. There will also be a variety of writing units, including writing poetry, journal articles, and a research paper on ethical theories. **Course No. (1st Trimester) / (2nd Trimester)**
- 7. **English 11:** A study of American literature through the 20th Century. Specifically, we look at stories of people trying to live out the American dream as they pursue happiness. The survey includes novels and plays pertinent to the eras, including, but not limited to: *The Great Gatsby*, *The Crucible*, *Our Town*, *Hamlet*, and *Into the Wild*, with fictionalized memoir literature circle book options including *The Things They Carried*, *Population 485*, and *Half Broke Horses*. A variety of writing projects, essays, and technology activities will be included throughout the year, including a literary analysis on *The Great Gatsby* and a research project related

to the American Dream and the pursuit of happiness. **Course No. (1st Trimester) / (2nd Trimester)**

8. **English 12:** This class is one final go-around to review many of the basics we have covered in the last three years. It is often a smaller, more low-key class as an alternate choice to the more demanding online advanced English option. Parts of the year include real-world skill writing, including college applications, scholarships, resumes, and cover letters. We also read a variety of novels and plays, including *A Raisin in the Sun*, *Macbeth*, *The Glass Castle*, with several science fiction literature circle book options including *The Martian*, *Jurassic Park*, *1984*, *Brave New World*, and *Ender's Game*. In the first semester of English 12, we focus on workplace writing. **Course No. (1st Trimester) / (2nd Trimester)**

9. **Creative Writing 1 (Elective course. Does not qualify for an English credit):** This course covers all of the basic elements of creative writing. We spend the first few weeks putting tools in our toolbox of skills. We learn how to brainstorm ideas, create engaging plots and interesting characters, write in various points of view, use engaging openings and satisfying conclusions, and show details instead of merely telling them. Once the tools are in the toolbox, we write an initial short story to put them together. Then we spend several weeks writing a longer story of choice with minimal required criteria or restrictions. This lets students write for fun while letting creativity run free. At least one day a week is a workshop day, where students can work on any writing related task of their choosing while the teacher conferences with them on their progress. **(1 Trimester)**

10. **Creative Writing 2 (Prerequisite: Creative Writing 1- Exceptions could be made):** This class is largely project based. Once we've developed writing skills in Creative Writing 1, we put them to use in a variety of contexts in this course. We start with a standard short story, but from there we write stories in different genres, various types of scripts for screen and theater performances, poetry, and children's picture books. This class offers a lot of freedom and flexibility for students to write what they would like within a minimal set of required criteria. **(1 Trimester)**

11. **American Western Literature 1(Elective course. Does not qualify for an English credit):** This course takes a close look at the stories of the American West. It starts with a classic cowboy book by Louis L'aMour to study the essential elements of a good western story. From there we read a pioneering story called

O Pioneers to study a different version of the west. From there, we analyze the various archetypes of the genre and see how they are used in a variety of short stories and movies, even in today's society. A large portion of this class is a film study as we look at the ways that the west has been represented in various forms of media, including but not limited to John Wayne's *The Man Who Shot Liberty Valance*, Clint Eastwood's *The Good, Bad, and the Ugly*, *True Grit* (2010), *Rango*, and *Tombstone*. **(1 Trimester)**

12. American Western Literature 2 (Elective course. Does not qualify for an English credit. Western Lit 1 is not a prerequisite.)

This class follows mostly the same pattern as Western Lit 1, but it allows students to take the class a second time with new books and movies. We read a new Louis L'Amour novel followed by the books *Shane* and *Montana 1948*. We watch a variety of John Wayne movies to study the impact his persona has had on today's society and contrast that with the image put forward by Clint Eastwood. We also watch additional western classics that include *High Noon*, *Josey Wales*, and *The Magnificent Seven*. The main focus in the texts for this class is on looking at what happened when the west disappeared. What happened to its people? What happened to its genre? Several texts that we use take place in modern day, but use Western plot and character archetypes. This includes the play *True West* and the movie *Lonestar*.

13. World Literature 1 (Elective course. Does not qualify for an English credit):

This course studies ancient stories, epics, histories, folklore, poems, and proverbs from all around the world. It moves relatively chronologically through human history, starting in Africa and branching out from there into the Middle East, Greece, Rome, India, China, Japan, and Persia, then ending in Europe during the Middle Ages. Text excerpts include *The Iliad*, *The Aeneid*, *The Hebrew Bible*, *The Mahabharata*, *Oedipus Rex*, *The Inferno*, and stories of Thor and King Arthur. These titles might be unfamiliar to students, but these are some of the oldest stories we still have, and any student interested in learning more about ancient cultures through the stories they wrote would enjoy studying these texts. **(1 Trimester)**

BUSINESS EDUCATION:

1. **Exploring Business: (7th Grade)** This course will help students build core personal finance skills and learn real-world strategies to effectively manage their

personal finances. Topics include decision making, budgeting, saving, consumer skills, preparing for high school and more. Students will have a basic understanding of personal finance topics and a foundation in the skills necessary to successfully navigate the financial responsibilities that exist in life **Course No. 1st Trimester**

2. **Exploring Business 2: (8th Grade)** This course will continue to build core personal finance skills and learn real-world strategies to effectively manage their personal finances. Topics include decision making, budgeting, saving, consumer skills, preparing for high school and more. Students will have a basic understanding of personal finance topics and a foundation in the skills necessary to successfully navigate the financial responsibilities that exist in life. **Course No. 1st Trimester**
3. **Computer Concepts:** This course will provide students with an opportunity to experience, firsthand, the impact of the computer on our lives. Areas of instruction will include the use of word processors, databases, and spreadsheets. Students will also have the opportunity to surf the internet, and help develop and maintain our own New Auburn High School Web Site. (Semester) **Course No. On a Yearly Rotation**
4. **Computer Applications:** This course is for students wishing to expand their hands on knowledge of computer applications. This semester will be used to expand the use of word processing, database and spreadsheets, and also introduce desktop publishing, and presentation software. Students will also continue work on the school website. (Trimester) **Course No.**
5. **WorkBased Learning:** This class offers students the opportunity to develop and/or improve work skills in an actual employment setting. An instructional plan combining supervised community employment and school instruction, and a training plan and agreement consistent with the occupational objectives of the student shall be developed for each student with each cooperating employer. Students successfully completing the course requirements will earn a DPEndorsed Employability Skills Certificate. Consent of instructor is required.
6. **Business Economics:** This course will help students understand economics concepts necessary for life in our changing world. Instruction will include the study of the production and distribution of wealth, characteristics of the American economy, government's role in the economy, national and personal economic

goals, comparison of economic systems. Special emphasis will be given to current economic issues. **Course No. 1st Semester**

7. **Employability Skills 1:** A major part of this course will be a hands-on opportunity for students to run the Snack Cart and Buttons and Balloons Businesses. Daily procedures will include the following: counting money, making cash deposits, stocking, record keeping, inventory, making buttons, and taking orders. Students will also have an opportunity to job shadow a variety of businesses and participate in a “mock interview luncheon.” Skills Developed will include: integrity, marketing, money handling, organization, quality customer service, work ethic, record keeping, inventory control and much more.
8. **Employability Skills 2:** This course was developed for students who have already participated in Employability Skills 1. They will have the opportunity to take all the skills learned and help maintain the high quality of the student run businesses.
9. **Intro to Careers and Colleges:** This course is designed to take a look into Careers of interest, different pathways after high school, and interview/phone etiquette skills. You will gain knowledge on what it takes to get into the career you want to pursue and learn about different challenges along the way.
Course Offered 1 Semester
10. **Business/Practical Math:** This course is designed to teach the practical application of math as it prepares you for life after high school. You will gain the understanding of the math used to calculate wages, deductions from wages, loans, credit cards, and banking math techniques.

MATHEMATICS:

1. **Math Skills:** Math skills focuses on reviewing past skills as well as reviewing skills that are being taught in their core math class. Past skills that will be focused on are fluently multiplying, dividing, adding, and subtracting of integers, and order of operations.

2. **Applied Mathematics 6-8:** This course provides practical applications of mathematics through different fields such as physics, engineering, finance, business, computer science, and industry.
3. **Math 6:** On a daily basis, students in *Core Connections, Course 1* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards.
4. **Math 7:** On a daily basis, students in *Core Connections, Course 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards.
5. **Math 8:** On a daily basis, students in *Core Connections, Course 3* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards.
6. **Pre- Algebra:** This is a non required prerequisite course to Algebra 1. The course aims to build upon previously learned concepts from numerical operations to algebra basics. Students will elaborate on concepts explored in grade 8 (CPM

CC3) and build confidence on skills needed within Algebra 1. This course is supported by the CPM curriculum. **Intended Grade 9 (By student/family request OR teacher recommendation)**

7. **Algebra I:** This is the first highschool level math course. The course, offered with CPM curriculum, aims to build upon previously learned concepts from understanding of concrete operations to abstraction. Students develop fluency in solving linear equations, inequalities, and systems, extending these skills to interpreting quadratic and exponential functions; exploring functions and sequences graphically, numerically, symbolically, and verbally; and using regression techniques to interpret statistical data. **Trimesters (2 trimesters) Intended Grade 9.**
8. **Geometry:** This is the second high school level math course. This course, offered with CPM curriculum, aims to formalize and extend the geometry students have learned in previous years. Students will study transformations of shapes, categorizations of shapes, characteristics of triangles and quadrilaterals, basic trigonometry, some algebra concepts, and an introduction to probability. Prerequisite: Algebra I. **Trimesters (2 trimesters) Intended Grade 10.**
9. **Algebra II:** This is the third course in the three year sequence. This course, offered with CPM curriculum, aims to extend student knowledge of abstract concepts into more complex abstractions, and concrete applications. Students will investigate multiple representations of many different functions, interpret graphs and tables, and model situations with equations. Prerequisite Geometry & Algebra 1. **Trimesters (2 total) Intended Grade 11**
10. **PreCalculus with Trigonometry:** This is a course representing the fourth year of math for students who wish to challenge themselves beyond the standard sequence and better prepare themselves for college. This class includes concepts from Algebra II, plus the introduction of new material to increase the student's command of precalculus skills and concepts. Prerequisite: Geometry and Algebra II and teacher permission. **Trimesters (2 total) Intended Grade 12**

PHYSICAL EDUCATION:

1. **6th 7th & 8th Grade Physical Education:** A year long course meeting every other day with units of study within: fitness testing, flag football, soccer, basketball, team handball, volleyball, floor hockey, indoor soccer, badminton, recreational activities, fitness room, track events and softball. This course is designed to give the middle school student those physical, emotional and cognitive skills necessary to successfully compete in a wide variety of team oriented sports. From team sports, students can learn about sharing responsibility, cooperation, team goal setting and the feel of competition which are traits so prevalent in society. (Year)

2. **6th Grade Health:**

3. **7th Grade Health: Mental and Emotional Health:** Learning how to take charge of your own health is the emphasis, decision making skills, character development, dealing with stress and being resilient and stressed. **Alcohol, Tobacco, and Other Drugs:** Students learn about responsible drug use, drug misuse, and abuse. Strategies for resisting pressure to use tobacco, alcohol, and other drugs are presented and practiced. Students become alert to the potential risks of drug misuse and abuse. **Nutrition:** The dietary guidelines and the food pyramid are focused on. Foodborne illness and how to prevent it are discussed. Eating disorders and their effects are presented along with healthful ways to control weight. **Course No. 1st Quarter, 2nd Quarter, 3rd Quarter, 4th Quarter**

4. **8th Grade Health: Family and Social Health:** This unit focuses on how to be a good family member, how to resolve conflict and develop healthful relationships. There is discussion of dysfunctional relationships, how to recognize and deal with them. Abstinence and its importance is impressed upon students. A brief overview of the responsibilities of marriage and parenthood is presented. **Growth and Development:** How to take care of your body and a quick review of the body systems, their parts and functions are covered. Pregnancy and childbirth are introduced and discussed. Basic information on how to age in a healthful way and how to express grief are included. **Communicable and Chronic Diseases:** Students learn how to reduce their risk of disease. Communicable and chronic

diseases are discussed. Sexually transmitted disease and HIV are highlighted. Students also learn how to manage chronic health conditions. **Course No.**

5. **General PE:** Course meets everyday for a Trimester with units of study within: fitness testing, flag football, softball, recreational activities, cardiovascular principles, team handball, snow shoeing, volleyball, badminton, pickleball, fitness room, bicycling, golf, tennis, horseshoes, archery, and bowling. (Xcountry skiing will be determined at a later date.) This course is designed to give the student those skills and information necessary to successfully participate in team sports and fitness activities, while introducing an emphasis on lifetime sports which are most beneficial in promoting a healthy lifestyle.
6. **9th Grade Health:** A year long course meeting on alternate days with physical education. The course is designed to master basic health concepts and issues in personal, family, community, and environmental health. Students learn CPR and certification is offered. Year) **Course No.**
7. **Weight Training & Conditioning:** Course meets everyday for a Trimester. The class is designed to develop strength, fitness and conditioning programs gauged to be the ultimate self challenge.

MUSIC:

1. **Band 6:**
2. **7th/8th Band:** Junior High Band provides the opportunity to learn intermediate band music while focusing on sight reading, ear training, and proper playing techniques. A variety of western and nonwestern music is presented each year. Required events include pep band, large group festival, graduation, and generally one concert per academic quarter. Weekly lessons are also a required portion of this course. Optional events include Solo and Ensemble Festival, AllConference, AllState, and various Honors Festivals. (Year long course) **Course No.**
3. **7th/8th Grade Choir:** Junior High Choir provides the opportunity to learn 2 and 3 part choral music while focusing on sight reading, ear training, and proper singing techniques. A variety of western and nonwestern music is presented

each year. Required events include one concert per academic semester and (depending on the year) a large group festival. Optional events include Solo and Ensemble Festival, AllConference, AllState, and various Honors Festivals. (Year long course) **Course No.**

4. **Senior Band:** Senior band provides the opportunity to learn intermediate to advanced concert band music while continuing to focus on the skills of sight reading, ear training, and proper playing techniques. A variety of western and nonwestern music is presented each year. Required events include pep band, large group festival, graduation, Pep Band Playoffs, Apple Fest, and generally one concert per academic quarter. Optional events include Solo and Ensemble Festival, AllConference, AllState, and various Honors Festivals. (Year long course) **Course No.**
5. **Senior Choir:** Senior choir provided the opportunity to learn 3 and 4 part choral music while continuing to focus on the skills of sight reading, ear training, and proper singing techniques. A variety of western and nonwestern music is presented each year. Required events include large group festivals, and generally one concert per academic semester. Optional events include Solo and Ensemble Festival, AllConference, AllState, and various Honors Festivals.

SPANISH:

1. **Spanish 6th & 7th Grade:** Students in Middle School are required to take Spanish as an exploratory course. In sixth and seventh grade students will learn basic Spanish, including greetings and common terms, numbers, days of the week, weather terms, body parts, telling time, clothing, Spanish-speaking countries, food words, animal words, etc. Music, singing, games, and movement are important aspects of Sixth and Seventh grade Spanish.
2. **Spanish 8th Grade:** The Eighth grade class is an introduction to Spanish I. Students learn to discuss what they like to do, describe how they feel, physical and personality characteristics, where they live, and where they are from. Music, singing, games and movement are important aspects of Eighth grade Spanish.
3. **Beginning Spanish/Spanish I:** Beginning Spanish is open to all students who are in their freshman, sophomore, junior or senior year of high school. All students taking Spanish I learn the fundamentals of the Spanish language. Spanish will be taught through conversation, reading and storytelling, as well as through textbook activities and grammar lessons. Music and movement are also important aspects of learning. Students will be graded on oral and written work, and class participation. This class helps college-bound students save time

and money for college credits, and all students will have the opportunity to learn a marketable skill.

4. **Intermediate Spanish/Spanish II & III:** Students who have taken Beginning Spanish/Spanish I and received trimester grades of at least a C, may take Intermediate Spanish/Spanish II/III. Students who have received a D semester grade may obtain consent from instructor. Spanish II/III builds upon what was learned in Spanish I. Reading, storytelling, and grammar lessons will be used to teach Spanish. Music and movement are also important aspects of learning. This class also includes project-oriented studies of aspects of the Hispanic cultures. Students will be graded on oral and written work, class participation, and on participation in group projects. This class helps college-bound students save time and money for college credits, and all students will have the opportunity to learn a marketable skill.
5. **Advanced Spanish/Spanish III & IV:** Students who have taken Spanish II/III and received “A” semester grades may enroll in Advanced Spanish. Students who have taken Spanish III and received semester grades of at least a B may take Spanish IV. The Spanish III/IV curriculum builds upon what was learned in Spanish I & II. Reading, storytelling and grammar lessons will be used to teach Spanish. There will be an emphasis on reading, including short novels, stories, and poetry. This class also includes project-oriented studies of aspects of the Hispanic cultures. There is a more in-depth grammar focus to help prepare those bound for college. Students will be graded on oral and written work, class participation, and on participation in group projects. This class helps college-bound students with meeting entrance requirements, and all students will have the opportunity to learn a marketable skill.
6. **Culture and History of Spain and Latin America:** Taught in English, this class uses project-based learning to teach students about various aspects of the many diverse cultures and histories of Spain and Latin America (including Brazil). Once they have been taught the basic geography, students will learn about various topics to include foods, music and dance, holidays and festivals, and more. As a class, students will choose a final culture/history project which could include such topics as: Pre-Colombian Civilizations, The Conquest, Independence movements, The Spanish Civil War, Military Dictatorships and Revolutionary Movements, US-Cuba Relations, Latinos in the USA, and immigration. Each student will be expected to read at least one fiction or non-fiction book that is either by a Hispanic author or has a focus on Latin America, Spain, or Brazil.

DRIVER EDUCATION:

1. Students that will be turning 15 ½ years old during the upcoming school year will be invited to attend the classroom portion of Drivers Education. The classroom portion will be conducted during the first three weeks of summer school. The behind the wheel portion of Drivers Education will be conducted during the school day.

TUTORING:

1. Students will assist other students 4K-12 in various course subjects on a weekly schedule basis. The purpose of the course is to mentor other students who may be struggling in their academic subject areas. Students will help students learn study skill strategies and learning techniques. Students will be eligible to tutor based on individual qualities. The students an individual will tutor will be based on their academic level and comfort. (Students will work out of the tutoring center in the Distance Learning Room.)

TEACHER AIDE:

1. In order to aide, a student must first receive written permission from the person they wish to aide for. Students can only aide one class period per semester. Students will receive credit for this course; therefore, it is not to be used as a study hall. There will be only one aide per hour per person unless special authorization is obtained from the principal and guidance counselor.

MIDDLE SCHOOL ELECTIVES:

1. **Genius Hour:** Genius Hour is an elective course where students learn and practice the skills of project based learning. Students participate in multiple projects over the course. They practice and implement the skills of research, collaboration, inquiry, and creativity.

SPECIAL OPPORTUNITY – DISTANCE LEARNING AND ONLINE COURSES

The postsecondary Youth Options Program is reserved for 11th and 12th grade students for the purpose of taking one or more post secondary courses at an institution of higher education.

For details, please see Student Resources Personnel. Students interested must make their wishes known by March 1 for the fall semester and October 1 for the spring semester.

Prerequisites: All Distant Learning and Online Courses

- 1) Must rank in the upper half of their class.
- 2) Must be in good academic standing.
- 3) Must display a high maturity level as evidenced by no record of academic or other misconduct.
- 4) Must have outstanding attendance patterns.
- 5) Must possess excellent oral, written, and interpersonal skills.
- 6) Must be self responsible and independent learners who consistently meet deadlines.
- 7) Typing or word processing skills are recommended.

The distance learning lab will be used to offer the following courses:

Criminal Justice, Introduction to (504111):

Description: Historical and philosophical account of the development of American criminal justice with emphasis on constitutional requirements. Survey of enforcement, courts and correctional subsystems on a national, state and local level.

This course is required for Police Science.

Credits:

Length:

Early Childhood I (10307100)

Prerequisite(s): Must be taken in conjunction with Childcare: Infant & Toddler.

Description: This course is designed to meet minimum requirements of the Department of Health and Family Services to work as an aide in a group day care or as a licensed family child care provider.

Areas of studies include child development, child observation, guidance, daily activities and scheduling, health and safety, abuse and neglect, parent/staff communications and job stress.

Early Childhood I has been changed from 1 to 2 credits (still 36 hours) but all lecture. Because WITC New Richmond and WITC Rice Lake are both funding this through project monies, WITC can make the change without charging the students more.

Credits: WITC Credit (2.0). **Length:** 36 Semester Hours

Medical Terminology (501101)

Description: 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. *This class will be taught as a hybrid class – two days per week will be in the video classroom and the rest of the week will be online using Blackboard.*

Credits: CVTC Credit (3.0). **Length:** 1 Semester

Psychology, Intro to (809 198).

Description: A survey of the multiple aspects of human behavior and a study of the theories of learning, motivation, emotions, personality, psychological disorders, physiological factors and social influences will be covered in this course. Students will examine the complexities of human relationships in personal, social and vocational settings. *This class will be taught as a hybrid class – two days per week will be in the video classroom and the rest of the week will be online using Blackboard.*

Credits: NTC Credit (3.0). **Length:** 1 Semester.

Sociology, Intro to (809 196)

Description: Introduction to the basic social concepts of intercultural discipline of sociology. Emphasis on culture, socialization, social stratification, and the five institutions, including family, politics, economics, religion and education. *This class will be taught as a hybrid class – two days per week will be in the video classroom and the rest of the week will be online using Blackboard.*

Credits: NTC Credit (3.0): **Length:** 1 Semester

**There are also numerous other courses offered in an online format.
Please see Student Resources for further information.**