

Course Description & Post-Secondary Planning Handbook 2026-2027

Edgar High School



“Preparing All Students to Be College, Career, & Life Ready”

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 Academic and Career Planning initiative implemented statewide in 2017, we have renamed the Handbook, "Course Description & Post-Secondary 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.

Success as an Edgar High School 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 time to review all courses and make course selections carefully and with thought. It is imperative to make course selections that are of interest and aid in the overall high school experience.

Please take note that some of our elective courses are offered on an alternating year basis. If this situation exists it has been noted in each of the specific course descriptions.

With that, if you have any questions regarding this handbook, course registration or the scheduling process, please feel free to contact myself or Mr. Nate Grefe at 715-352-2352.

Mike Wilhelm
MS/HS Principal
Edgar School District

MISSION:

We inspire and engage every student to learn, grow, and explore new experiences in a safe and inclusive learning environment.

VISION:

Every graduate will be prepared for success and be a responsible citizen.

VALUES:

Excellence

Diversity

Growth

Accountability

Respect

MOTTO:

Inspiring students, preparing them for life.

Requirements for Graduation from Edgar High School

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.
 - .5 credit of Health (Health 9)
 - .5 Employability Skills
 - .5 Personal Financial Literacy (Class of 2028 and beyond)

(16 required credits + 13 elective credits = 29 credits)

- 2) The minimum class load for all students during each semester is four courses/classes.
- 3) Each course may be taken only once for credit.
- 4) Portfolio completion is a graduation requirement.

Edgar High School 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.

Credit Requirements

Admission requirements fluctuate widely with different opportunities after high school. The chart below gives students an example of what some post-secondary institutions require. Students are encouraged to review requirements for the opportunity they wish to pursue.

	Edgar High School Graduation Requirements	University of WI System	WI Technical Colleges
English	4.0 Credits Required Courses: English 9, English 10, & English 11	4.0 Credits	4.0 Credits
Math	3.0 Credits Required Courses: Algebra 1 & Geometry	3.0 Credits	3.0 Credits
Science	3.0 Credits Required Courses: General Science & Biology	3.0 Credits	3.0 Credits
Social Studies	3.0 Credits Required Courses: Issues in a Global Society, Contemporary US History, & Comparative Government and Geographical Issues	3.0 Credits	3.0 Credits
Physical Education	1.5 Credits Required Courses: PE 9, PE 10, & PE 11		
Health	0.5 Credits Required Courses: Health 9		
Financial Literacy	.5 Credits Required Courses: Personal Finance		
Employability Skills	.5 Credits Requires Courses: Employability Skills		
World Language		It is highly recommended that students complete two years of a single world language in high school. This can fulfill the world language requirement as a student at UW-Madison and other UW campuses.	
Required Credits	16 Credits		
Electives	13 Credits	Classes in your personal interests, including fine arts, computer science, and other areas	Specific programs may have additional requirements
Total Credits	29 Credits		

***The high school counselor will meet with each student on a yearly basis to create and revise a high school plan, to ensure each student is meeting the graduation requirements and to create a post secondary plan.

Planning Your Education

By the end of 9th grade, a students should be supported to:

- Explore possible careers and post-secondary options with your parents and school counselor.
- Meet with your Wildcat Time teacher and/or your counselor to discuss your course selections in regard to your career and post-secondary goals.
- Take the Pre-ACT test.

By the end of 10th grade, a students should be supported to:

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

By the end of 11th grade, a students should be supported to:

- 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.
- Possibly apply for some Technical College programs in June of junior year if applicable
- Choose to be included or not to be included in the Direct Admit Program

By the end of 12th grade, a students should be supported to:

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 December 1 of your senior year in high school. Begin scholarship search and application process.
- Do a final credit check to ensure 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 Counselor Scholarship Page.

SPRING

- Apply for local scholarships. Local scholarships are updated regularly online.
- Complete your Academic and Career Planning Portfolio and participate in the ACP Interview

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.

College-Level Coursework

Early College Credit and Start College Now Programs

The Early College Credit and Start College Now programs are designed to support enrollment of college courses that are not comparable to any courses offered by the school district. Students may enroll in one or more courses for high school credit and post-secondary credit. Students may not enroll in both programs during the same semester.

Please discuss with your family, teacher(s) and school counselor to see if college classes are a good fit for you. Students will need to meet the necessary prerequisites for taking a college level class and be responsible for maintaining good academic standing and communicating any grade/progress concerns directly to the college instructor and school counselor. If a student withdraws or fails a course, they will be responsible for reimbursing the cost of the course to the school district. Information below provides key components for each program.

Early College Credit Program (ECCP)

- Students in grades 11-12 are eligible to take courses during the fall or spring semesters. Not offered during summer.
- Students may enroll in a UW System institute or private, non-profit institution of higher education (IHE).
- The costs of ECCP are shared among school districts and the State, with an 18-credit maximum.
- Grading:
 - Students will be graded at the semester ONLY. This semester grade will be issued by the college professor and will be calculated into the student's high school cumulative GPA.
 - This grade will be part of the student's high school transcript and college transcript.
- Application Steps:
 - Students must submit two applications which include a paper ECCP application and an online IHE application. Application deadlines: March 1 for fall semester, and October 1 for spring semester.
 - ECCP application(s): <https://dpi.wi.gov/dual-enrollment/eccp/application>. Must return to EHS Counselor.
 - Submit application to IHE: <https://apply.wisconsin.edu/> as a "High School Special/Early College Credit Program" student. Application must be completed online.
 - Students will receive communication from the IHE about their application status and the necessary steps to enroll for the course(s). Students register for their course(s) approximately one month prior to 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.
- Edgar School Board Policy #2271:
<https://go.boarddocs.com/wi/edsd/Board.nsf/goto?open&id=B6JKU55355DB>

Start College Now Program

- Start College Now allows students to enroll in college courses at a Wisconsin Technical College.
- Students in grades 11 and 12 must be in good academic standing with an acceptable disciplinary record.
- Grading:

- Students will be graded at the semester ONLY. This semester grade will be issued by the college professor and will be calculated into the student's high school cumulative GPA.
- This grade will be part of the student's high school transcript and college transcript.
- Failing Grade: A grade that constitutes a failing grade in the Edgar School District shall constitute a failing grade according to school board policy (0-59% = F).
- Application Steps:
 - Students must apply using the WI Tech College application. Application deadlines: March 1 for fall semester, and October 1 for spring semester. Not offered during summer.
 - SCN Application: Start College Now Application Form. Must return to EHS Counselor.
 - Students will receive communication from the Wisconsin Technical College about their application status and the necessary steps to enroll in course(s).
 - 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.
- Edgar School Board Policy #2271.01:
<https://go.boarddocs.com/wi/edsd/Board.nsf/goto?open&id=BUS48L0A4B19>

Additional information regarding these programs can be found at
<https://dpi.wi.gov/dual-enrollment>

Dual Credit Courses (DC) and Distance Learning Courses

Dual Credit (DC) is the name given to a technical college course that is delivered at Edgar High School and taught by an Edgar High School teacher. 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.

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.

Please discuss with your family, teacher(s) and school counselor to see if dual credit classes are a good fit for you. Students will need to meet the necessary prerequisites for taking a college level class and be responsible for maintaining good academic standing. Information below provides key components for each program.

Dual Credit (DC)

- Students in grades 11-12 are eligible to take courses during the fall or spring semesters. Students in grade 10 may be eligible with instructor and principal approval.
- Grading:
 - Students will be graded at BOTH the quarter and the semester. These two grades (quarter and semester) will be calculated into the student's cumulative GPA.
 - Students must receive a grade of C or higher to receive dual credit.
 - A student who successfully completes a dual credit course receives an official technical college credit in addition to high school credit.
 - This grade will be part of the student's high school transcript (utilizing the HS grading scale) and college transcript (utilizing the college grading scale) **Please note: The grades may be different due to using two different grading scales.

Distance Learning is the name given to a college course that is delivered via Zoom (or other virtual platform) taught by a college instructor. Distance Learning can also be high school to high school courses.

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.

Please discuss with your family, teacher(s) and school counselor to see if distance learning classes are a good fit for you. Students will need to meet the necessary prerequisites for taking a distance learning course and be responsible for maintaining good academic standing. Information below provides key components for each program.

Distance Learning

- Students in grades 11-12 are eligible to take courses during the fall or spring semesters.
- Students will take college classes via Zoom from an instructor at the designated college or high school campus. The instructor and students will connect face-to-face at the designated time and days of the week. The other days of the week are for blended learning where students are expected to work on any homework and check their email and learning management system for any assignments, tests, and quizzes sent from the instructor.
- Students are expected to attend class and follow the calendar set by the instructor and college institution or high school.
- Grading:
 - Students will be graded at the semester ONLY. This semester grade will be calculated into the student’s high school cumulative GPA.
 - This grade will be part of the student’s high school transcript and college transcript

	ECCP	SCN	Dual Credit	Distance Learning
Description	<p>Students in grades 11-12 are eligible to take courses during the fall or spring semesters. Not offered during summer.</p> <p>Students may enroll in a UW System institute or private, non-profit institution of higher education (IHE).</p>	<p>Start College Now allows students to enroll in college courses at a Wisconsin Technical College.</p> <p>Students in grades 11 and 12 must be in good academic standing with an acceptable disciplinary record.</p>	<p>Students in grades 11-12 are eligible to take courses during the fall or spring semesters.</p> <p>Students in grade 10 may be eligible with instructor and principal approval.</p>	<p>Students in grades 11-12 are eligible to take courses during the fall or spring semesters.</p> <p>Students will take college classes via Zoom from an instructor at the designated college or high school campus.</p> <p>The instructor and students will connect face-to-face at the designated time and days of the week. The other days of the week are for blended learning where students are expected to work on any homework and check their email and learning management system for any assignments, tests, and quizzes sent from the instructor.</p> <p>Students are expected to attend class and follow the calendar set by the</p>

				instructor and college institution or high school.
	ECCP	SCN	Dual Credit	Distance Learning
Application Steps	Students must submit two applications which include a paper ECCP application and an online IHE application. Application deadlines: March 1 for fall semester, and October 1 for spring semester.	Students must apply using the WI Tech College application. Application deadlines: March 1 for fall semester, and October 1 for spring semester. Not offered during summer.	See High School Counselor	See High School Counselor
Location	Dependent Upon the Course Offering	Dependent Upon the Course Offering	Edgar High School	Edgar High School
Taught By	UW Professor	College Professor	College Professor or College-certified EHS Teacher	College Professor or Online Platform
Requirements	Course prerequisites must be met. See the course handbook and/or the school counselor for more details.	Course prerequisites must be met. See the course handbook and/or the school counselor for more details.	Course prerequisites must be met. See the course handbook and/or the school counselor for more details.	Course prerequisites must be met. See the course handbook and/or the school counselor for more details.
Grading	<p>Students will be graded at the semester ONLY. This semester grade will be issued by the college professor and will be calculated into the student's high school cumulative GPA.</p> <p>This grade will be part of the student's high school transcript and college transcript. 18 credit maximum</p>	<p>Students will be graded at the semester ONLY. This semester grade will be issued by the college professor and will be calculated into the student's high school cumulative GPA.</p> <p>This grade will be part of the student's high school transcript and college transcript.</p> <p>Failing Grade: A grade that constitutes a failing grade in the Edgar School District shall constitute a failing grade according to school board policy (0-59% = F).</p>	<p>Students will be graded at BOTH the quarter and the semester. These two grades (quarter and semester) will be calculated into the student's cumulative GPA.</p> <p>Students must receive a grade of C or higher to receive dual credit. A student who successfully completes a dual credit course receives an official technical college credit in addition to high school credit.</p> <p>This grade will be part of the student's high school transcript (utilizing the HS grading scale) and college transcript (utilizing the college grading scale) **Please note: The grades may be different due to using two different grading scales.</p>	<p>Students will be graded at the semester ONLY. This semester grade will be calculated into the student's high school cumulative GPA.</p> <p>This grade will be part of the student's high school transcript and college transcript</p>
Students Eligible	Grades 11-12	Grades 11-12	Grades 11-12	Grades 11-12
Cost	None, but student may be responsible for course cost a course if failed	None, but student may be responsible for course cost a course if failed	None	None, but student may be responsible for course cost a course if failed

Dual Credit Courses offered by Edgar High School

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 the High School Counselor or go to uwhelp.wisconsin.edu).



ACCOUNTING 1 (DC) Credits: Northcentral Technical College Credit (4.0)	INTRODUCTION TO SOCIOLOGY (DC) Credits: Northcentral Technical College Credit (3.0)
ACCOUNTING 2 (DC) Credits: Northcentral Technical College Credit (4.0)	MARKETING (DC) Credits: Northcentral Technical College Credit (3.0)
ADVANCED WELDING (DC) Credits: Northcentral Technical College Credit (2.0)	MEDICAL TERMINOLOGY (DC) Credits: Northcentral Technical College Credit (3.0)
ANIMAL SCIENCE (DC) Credits: Northcentral Technical College Credit (3.0)	ORAL COMMUNICATION (DC) Credits: Northcentral Technical College Credit (3.0)
BODY STRUCTURE AND FUNCTION (DC) Credits: Northcentral Technical College Credit (3.0)	POWER MECHANICS/TRACTOR RESTORATION (DC) Credits: Northcentral Technical College Credit (3.0)
CALCULUS (DC) Credits: Northcentral Technical College Credit (4.0)	PRE-CALCULUS (DC) Credits: Northcentral Technical College Credit (3.0)
GRAPHICS TECHNOLOGY 2 (DC) Credits: Northcentral Technical College Credit (3.0)	QUICKBOOKS 1 (DC) Credits: Northcentral Technical College Credit (1.0)
INTERMEDIATE ALGEBRA (DC) Credits: Northcentral Technical College Credit (4.0)	QUICKBOOKS 2 (DC) Credits: Northcentral Technical College Credit (2.0)
INTRODUCTION TO BUSINESS (DC) Credits: Northcentral Technical College Credit (3.0)	STATISTICS (DC) Credits: Northcentral Technical College Credit (3.0)
INTRODUCTION TO DIVERSITY (DC) Credits: Northcentral Technical College Credit (3.0)	WRITTEN COMMUNICATION (DC) Credits: Northcentral Technical College Credit (3.0)
INTRODUCTION TO HEALTH CAREERS (DC) Credits: Northcentral Technical College Credit (1.0)	WOODS 2 (DC) Credits: Northcentral Technical College Credit (3.0)
INTRODUCTION TO PSYCHOLOGY(DC) Credits: Northcentral Technical College Credit (3.0)	

POST-SECONDARY ENTRANCE ASSESSMENT

ACT AND SAT ASSESSMENT

Some colleges and universities require that a prospective student take either the ACT or the SAT. Each year juniors will 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. You may not be admitted to the University of Wisconsin-Madison with just the 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 schools. For more specific information on UW System requirements according to location you can visit 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

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.

EHS Course Registration Card ~ Grade 9

Student Name: _____

Wildcat Time Teacher

Edgar High School Graduation Requirements- 29 Credits

English- 4.0 Credits	Physical Education & Health- 2.0 Credits
Math- 3.0 Credits	Personal Finance- 0.5 Credits
Science- 3.0 Credits	Employability Skills-0.5 Credits
Social Studies- 3.0 Credits	Electives- 13 Credits

MY COURSE REQUESTS

		Course Title	Course Length	Course #	Credits
1	Required	ALGEBRA I	Full Year	403	1.00
2	Required	ENGLISH 9	Full Year	100	1.00
3	Required	ISSUES IN A GLOBAL SOCIETY	1 semester	200	1.00
4	Required	GENERAL SCIENCE	1 semester	313	1.00
5	Required	PE 9	1 semester	500	.50
6	Required	HEALTH	1 semester	505	.50
7	Elective				
8	Elective				
9	Elective				
You must choose 2 Alternate Electives					
10	Alternate Elective (1st choice)				
11	Alternate Elective (2nd choice)				
(Total credits from rows 1-19 should equal 8.00)				TOTAL	

My child and I have discussed his/her class schedule for the 2026/27 school year and agree the courses requested on this sheet are in his/her best interest according to future goals and plans.

Parent/Guardian Signature _____ Date _____

EHS Course Registration Card ~ Grade 10

Student Name: _____

Wildcat Time Teacher

Edgar High School Graduation Requirements- 29 Credits

English- 4.0 Credits	Physical Education & Health- 2.0 Credits
Math- 3.0 Credits	Personal Finance- 0.5 Credits
Science- 3.0 Credits	Employability Skills-0.5 Credits
Social Studies- 3.0 Credits	Electives- 13 Credits

MY COURSE REQUESTS

		Course Title	Course Length	Course #	Credits
1	Required	GEOMETRY	Full Year	404	1.00
2	Required	ENGLISH 10	Full Year	101	1.00
3	Required	CONTEMPORARY US HISTORY	1 semester	201	1.00
4	Required	BIOLOGY	1 semester	313	1.00
5	Required	PE 10	1 semester	501	.50
6	Required	EMPLOYABILITY SKILLS	1 semester	814	.50
7	Elective				
8	Elective				
9	Elective				
You must choose 2 Alternate Electives					
10	Alternate Elective (1st choice)				
11	Alternate Elective (2nd choice)				
(Total credits from rows 1-9 should equal 8.00)				TOTAL	

My child and I have discussed his/her class schedule for the 2026/27 school year and agree the courses requested on this sheet are in his/her best interest according to future goals and plans.

Parent/Guardian Signature _____ Date _____

EHS Course Registration Card ~ Grade 11

Student Name: _____

Wildcat Time Teacher

Edgar High School Graduation Requirements- 29 Credits

English- 4.0 Credits	Physical Education & Health- 2.0 Credits
Math- 3.0 Credits	Personal Finance- 0.5 Credits
Science- 3.0 Credits	Employability Skills-0.5 Credits
Social Studies- 3.0 Credits	Electives- 13 Credits

MY COURSE REQUESTS

	Required/Optional	Course Title	Course Length	Course #	Credits
1	Required	Math (CHOOSE 1) - Algebra 2 - Intermediate Algebra - Statistics - Pre-Calculus	1 semester	405 422	1.00 1.00
2	Required	ENGLISH 11	1 semester	103	1.00
3	Required	GOVERNMENT	1 semester	203	1.00
4	Required	SCIENCE (CHOOSE 1) - Chemistry - Body, Structure, and Function - Environmental Science - Physics	1 semester	303 304 305 307	1.00
5	Required	PE 11	1 semester	502	.50
6	Required	PERSONAL FINANCE	1 semester	813	.50
7	Elective				
8	Elective				
9	Elective				
You must choose 2 Alternate Electives					
10	Alternate Elective (1st choice)				
11	Alternate Elective				
(Total credits from rows 1-9 should equal 8.00)				TOTAL	

My child and I have discussed his/her class schedule for the 2026/27 school year and agree the courses requested on this sheet are in his/her best interest according to future goals and plans.

Parent/Guardian Signature _____ Date _____

EHS Course Registration Card ~ Grade 12

Student Name: _____

Wildcat Time Teacher

Edgar High School Graduation Requirements- 29 Credits

English- 4.0 Credits	Physical Education & Health- 2.0 Credits
Math- 3.0 Credits	Personal Finance- 0.5 Credits
Science- 3.0 Credits	Employability Skills-0.5 Credits
Social Studies- 3.0 Credits	Electives- 13 Credits

MY COURSE REQUESTS					
		Course Title	Course Length	Course #	Credits
1	Required	ENGLISH - College Writing 101, 201 - Written Communication - Oral Communication - English 12 - Contemporary English	Year Long 1 semester 1 semester 1 Semester 1 Semester		2.0 1.0 1.0 1.0 1.0
2	Elective				
3	Elective				
4	Elective				
5	Elective				
6	Elective				
7	Elective				
8	Elective				
You must choose 2 Alternate Electives					
9	Alternate Elective (1st choice)				
10	Alternate Elective (2nd choice)				
(Total credits from rows 1-8 should equal 8.00)				TOTAL	

My child and I have discussed his/her class schedule for the 2026/27 school year and agree the courses requested on this sheet are in his/her best interest according to future goals and plans.

Parent/Guardian Signature _____ Date _____

Edgar High School Course Add/Drop Request Form

IMPORTANT POLICY:

- This form must be returned to the Counseling Office by **3:00 PM on Friday of the first week of the semester.**
- Requests submitted after this deadline will **not** be accepted.
- You must obtain signatures from **both** the teacher you are leaving and the teacher you are joining.

Student Name: _____ **Grade:** _____ **Date:** _____

Reason for Request (Please check one):

Missing a Graduation Requirement [] Career/Post-Secondary Goal Change [] Other: _____

STEP 1: The Class You Want to DROP

Course Name: _____

Period: _____

Teacher Signature (Required): _____

(I acknowledge this student is leaving my course)

STEP 2: The Class You Want to ADD

Course Name: _____

Period: _____

Teacher Signature (Required): _____

(I confirm there is room in this section and approve this addition)

STEP 3: Student & Parent Agreement

Student Statement: I understand that by changing my schedule, I am responsible for making up any work missed in the new class. I understand that this change may impact my credits or graduation plan.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Edgar High School Course Selections

FRESHMEN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
REQUIRED	REQUIRED	REQUIRED	REQUIRED
English 9	English 10	English 11	English (One of the following)
Issues in a Global Society	Contemporary U.S. History	Comparative Government	English 12
General Science	Biology	PE 11	Written Communication (DC)
Algebra I	PE 10	Personal Finance	UWO College Writing 101 (DC)
PE 9	Employability Skills	Science (one of the following)	UWO College Writing 201 (DC)
Health 9	ELECTIVE Course Options (in addition to previous year electives)	Chemistry	Oral Communications
ELECTIVE Course Options	Wisconsin Forestry (only offered on odd numbered graduation years)	Body Structure and Function (DC)	Contemporary English
Introduction to Agriculture	Horticulture (only offered on even numbered graduation years)	Physics	Written Communication
Art 1	Veterinary Science	Environmental Science	ELECTIVE Course Options (in addition to previous years electives)
Art 2	Beginning Welding Small Engines	Math (one of the following)	PE 12
Ceramics	Business 2	Algebra 2	COOP
Sculpture	Accounting 1 & QuickBooks 1	Intermediate Algebra	Spanish 4
Painting	Microsoft Basics	ELECTIVE Course Options (in addition to previous years electives)	Calculus
Introduction to Business	Entrepemarketing	Power Mechanics and Tractor Restoration	
Sports and Entertainment	Baking and Pastry Arts	Accounting 2 & Quickbooks 2	
Introduction to Culinary Arts	Medical Terminology	Contemporary English	
Band (Sem 1)	Introduction to Health Careers	Oral Communications	
Band (Sem 2)	Chemistry	Written Communication	
Band Appreciation (Sem 1)	Woods 2	Worlds Cuisines	
Band Appreciation (Sem 2)	Woods 3	Youth Apprenticeship	
Concert Choir	Building Trades and Construction	Statistics	
Applied Voice/Music Appreciation (Sem 1)	Spanish 2	Precalculus	
Applied Voice/Music Appreciation (Sem 2)	Graphics Technology and Digital Photography	Spanish 3	
Introduction to Technology and Engineering		Introduction to Diversity	
Woods 1		Introduction to Sociology	
Females in Tech Ed		Introduction to Psychology	
Spanish 1		History of Sport in the US	

Agriscience

Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Introduction to Agriculture	Semester	None	No	1	001	x	x	x	x
Wisconsin Forestry	Semester	Intro to Ag	Yes	1	002 **Offered every other year		x	x	x
Horticulture	Semester	Intro to Ag	Yes	1	008 **Offered every other year		x	x	x
Veterinary Science	Semester	Intro to Ag		1	975		x	x	x
Beginning Welding and Small Engines	Semester	Intro to Ag	No	1	005		x	x	x
Advanced Welding	Semester	Beginning Welding	Yes	1	007			x	x
Power Mechanics and Tractor Restoration	Semester	Beginning Welding & Small Engines	Yes	1	004			x	x

INTRODUCTION TO AGRICULTURE	001	1	Semester	Elective 9-10-11-12
-----------------------------	-----	---	----------	---------------------

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. Portfolio artifacts can include: the Dog Show Project, Fishing Pole, Steel Rose Project, and the Solar Power Boat Project.

WISCONSIN FORESTRY	002	1	Semester	Elective 10-11-12
--------------------	-----	---	----------	-------------------

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 how 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. Portfolio artifacts can include: chainsaw safety certification and the Tree ID booklet.

HORTICULTURE	008	1	Semester	Elective 10-11-12
--------------	-----	---	----------	-------------------

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 ground 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. Portfolio artifacts include: Any pictures of working or work done in the greenhouse, House Plant ID slideshow, and the landscape design project.

VETERINARY SCIENCE	975	.5	Semester	Elective 10-11-12
--------------------	-----	----	----------	-------------------

Do you love animals and enjoy working with them? Are you thinking of becoming a veterinarian, animal caretaker, nutritionist, or any animal-related career? Veterinary Science is a course with an animal focus. In this course, students will learn skills and knowledge in Animal Science and Companion Animals. This course takes an in-depth look at the profession of veterinary science plus a look into all of the animal systems (tissues, bones, reproduction, digestion, terminology, respiration). There is an emphasis on hands-on learning with labs including: large and small animal care demonstrations, guest speakers, dissections; suturing; vaccinations; animal restraint and more!

BEGINNING WELDING AND SMALL ENGINES	005	1	Semester	Elective 10-11-12
-------------------------------------	-----	---	----------	-------------------

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. Portfolio ideas can include: fire pit project, steel rose project and the small engine assembly project. A course fee of \$10 is required.

POWER MECHANICS AND TRACTOR RESTORATION	004	1	Semester	Elective 11-12
---	-----	---	----------	----------------

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. Portfolio artifacts can include: the tractor restoration project. A course fee of \$10 is required.

Art									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Art 1	Semester	None	No	1	700	x	x	x	x
Art 2	Semester	Art 1	No	1	701	x	x	x	x
Ceramics	Semester	None	No	1	702	x	x	x	x
Sculpture	Semester	None	No	1	703	x	x	x	x
Painting	Semester	None	No	1	715	x	x	x	x

ART 1	700	1	Semester	Elective 9-10-11-12
-------	-----	---	----------	---------------------

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. A course fee of \$10 is required.

ART 2	701	1	Semester	Elective 10-11-12
-------	-----	---	----------	-------------------

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. A course fee of \$10 is required.

CERAMICS	702	1	Semester	Elective 9-10-11-12
----------	-----	---	----------	---------------------

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 sculptures using various materials. A course fee of \$10 is required. A course fee of \$10 is required.

SCULPTURE	703	1	Semester	Elective 9-10-11-12
-----------	-----	---	----------	---------------------

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. A course fee of \$10 is required.

PAINTING	715	1	Semester	Elective 9-10-11-12
----------	-----	---	----------	---------------------

Students will explore painting with watercolor, oil, and acrylic paints. Students will develop a mastery of stretching canvas, successfully using a grid, and will also explore abstract art. Students will further develop design elements and principles in their work. A course fee of \$10 is required.

Business									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Introduction to Business	Semester	None	No	1	805	x	x	x	x
Business 2	Semester	Business 1	Yes	1	821		x	x	x
Accounting 1	Semester	3.5 GPA or Higher	Yes	1	802		x	x	x
Quickbooks 1	4-6 weeks	Only can be taken if there is time after class completion of Accounting 1	No	certification			x	x	x
Accounting 2	Semester	Accounting 1	Yes	1	894			x	x
Quickbooks 2	4-6 weeks	Only can be taken if there is time after class completion of Accounting 2 and must have completed QB 1	No	certification				x	x
Microsoft Basics	Semester	None	No	.5 **alternating days	693	x	x	x	x
Sports & Entertainment	Semester	None	No	.5 **alternating days	807	x	x	x	x
Entrepreneur Marketing	Semester	Intro to Business	Yes	1					
Personal Finance	Semester	Required for all Grade 11 Students	No	.5 **alternating days	813			x	

INTRODUCTION TO BUSINESS	805	1	Semester	Elective 9-10-11-12
--------------------------	-----	---	----------	---------------------

This course provides an overview of the fundamental concepts and principles of business. Students will explore key topics such as management, marketing, finance, entrepreneurship, and business ethics. The course emphasizes understanding how businesses operate in a dynamic global environment and introduces the decision-making processes essential for success in various industries. By the end of the course, students will have a solid foundation in business practices and be prepared for more specialized studies or careers in the business world.

BUSINESS 2	821	1	Semester	Elective 10-11-12
------------	-----	---	----------	-------------------

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. 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.

ACCOUNTING 1	802	1	Semester	Elective 10-11-12
--------------	-----	---	----------	-------------------

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.

QUICKBOOKS 1		CERTIFICATION	4-6 weeks	Elective 9-10-11-12
--------------	--	---------------	-----------	---------------------

This introductory course is designed for beginners who want to learn the fundamentals of QuickBooks, the leading accounting software for small businesses. Participants will gain hands-on experience with essential features, including setting up a company, managing customers and vendors, tracking income and expenses, and creating financial reports. By the end of the course, students will have the confidence to handle basic bookkeeping tasks and maintain accurate financial records using QuickBooks.

**This course can only be taken if Accounting 1 is completed and there is sufficient time to complete this 4-6 week course. Students will receive a QuickBooks certification upon completion of this course.

ACCOUNTING 2	894	1	Semester	Elective 11-12
--------------	-----	---	----------	----------------

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.

QUICKBOOKS 1		CERTIFICATION	4-6 weeks	Elective 11-12
--------------	--	---------------	-----------	----------------

Building on the foundational skills learned in QuickBooks 1, this advanced course delves into more complex features and functions of QuickBooks. Topics include payroll management, inventory tracking, handling sales tax, budgeting, and customizing financial reports. Students will also learn how to troubleshoot common issues and utilize integrations to optimize business workflows. This course is ideal for individuals looking to deepen their QuickBooks expertise and streamline financial operations for their business.

**This course can only be taken if Accounting 2 and Quickbooks 2 is completed and there is sufficient time to complete this 4-6 week course. Students will receive a QuickBooks certification upon completion of this course.

MICROSOFT BASICS	693	.5	Semester	Elective 9-10-11-12
------------------	-----	----	----------	---------------------

Design and create professional-quality documents for personal and business use including flyers, newsletters, brochures, logos, calendars and webpages. Explore foundational concepts of desktop publishing, analyze components of planning a document, apply design techniques, and explore safety, ethical and legal concepts of desktop publishing. Portfolio artifacts can include: any professional documents created during class that show knowledge of skills attained.

SPORTS ENTERTAINMENT	807	.5	Semester	Elective 9-10-11-12
----------------------	-----	----	----------	---------------------

The bright lights. The roaring crowds. The chants and cheers and applause. If you are drawn to the electricity of large events and the challenge of making events successful, a career in sports and entertainment marketing may be for you! In this course, you will trace the development of these industries, dissect their dual nature, and discover what it takes to pitch, promote, and deliver on these services. You will also explore the necessary steps to chart your own career path from among the professional roles that these industries need to operate. Let's get off the sidelines and hop into the primetime of the sporting and entertainment worlds! Portfolio artifact can include your final research project.

ENTREPEMARKETING	018	1	Semester	Elective 11-12
------------------	-----	---	----------	----------------

This course integrates small business management with essential marketing strategies. Students will navigate the complexities of business ownership, including finance, legal issues, and pricing, while simultaneously exploring consumer behavior and promotional planning. The learning experience is project-based: students will create a Strategic Marketing Plan, operate a student-run business (such as the school store), and design professional presentations using advanced Microsoft PowerPoint tools. Ideally suited for future business leaders, this course results in a professional portfolio showcasing business plans, market research, and management experience.

PERSONAL FINANCE	813	.5	Semester	Require 11
------------------	-----	----	----------	------------

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.

ENGLISH									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
English 9	Year	None	No	1	100	x			
English 10	Year	English 9	No	1	101		x		
English 11	Semester	English 10	No	1	103			x	
English 12	Semester	English 11	No	1	105				x
Contemporary English	Semester	English 10 & 11	No	1	012			x	x
Written Communications	Semester	Final grade in English 11 must be 70% or higher	Yes	1	112				x
Oral Communications	Semester	English 9 and 10	Yes	1	122			x	x
College Writing 101 & 201	Semester	3 years of English, B or higher in all English Classes and placement test	Yes	1/1	198/199				x

ENGLISH 9	100	1	YEAR	REQUIRED 9
-----------	-----	---	------	------------

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 restaurant review writing.

ENGLISH 10	101	1	YEAR	REQUIRED 10
------------	-----	---	------	-------------

English 10 works to establish solid skills in reading, writing, listening, speaking, and critical thinking. In addition to placing each work of literature in its historical context, students work to recognize commonalities in the human experiences across time periods. Students will learn different techniques of the writer's craft, rehearse proper grammar and punctuation, practice working collaboratively, and improve their vocabulary. Learners will accomplish this through reading, speaking/discussing, listening, participating in group activities, and writing. In the process, the course will fulfill the essential goal of helping learners develop reading comprehension and critical thinking skills through open discussion and writing. Portfolio items could include: structured paragraph responses, choice book project, character analysis paper, oral presentation, and more.

ENGLISH 11	103	1	YEAR	REQUIRED 11
------------	-----	---	------	-------------

English 11 works to establish solid skills in reading, writing, listening, speaking, and critical thinking. In addition to placing each work of literature in its historical context, students work to recognize commonalities in the human experiences across time periods. Students will learn different techniques of the writer’s craft, rehearse proper grammar and punctuation, practice working collaboratively, and improve their vocabulary. Learners will accomplish this through reading, speaking/discussing, listening, participating in group activities, and writing. In the process, the course will fulfill the essential goal of helping learners develop reading comprehension and critical thinking skills through open discussion and writing. Portfolio items could include: Paragraph writes, Five Paragraph Persuasive Essay writes, Google Slides Presentation, Oral Presentation, and Personal Poetry.

ENGLISH 12	105	1	SEMESTER	ELECTIVE 12
------------	-----	---	----------	-------------

English 12 features reading and interpreting essays, poems, fiction, and nonfiction with both historical and contemporary themes to develop their skills to communicate ideas skillfully in future careers. Students will 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. Units include topics such as living a meaningful life, preparing for life after high school, and exploring texts from various genres. Students will complete a research project, an argumentative paper, a choice book project, oral presentations, and other creative projects.

CONTEMPORARY ENGLISH	012	1	SEMESTER	ELECTIVE 11-12
----------------------	-----	---	----------	----------------

The class will utilize contemporary texts (books published after 1945) to further develop close reading strategies, effective writing practices, critical thinking, and discussion skills. Each unit will have an “anchor text” (the book we will read during the unit), which will relate to class essential questions and learning goals, but supplementary texts (shorter pieces like poems, short stories, or articles) will also be used to offer other perspectives or to address specific learning goals. Possible units include dystopian fiction, historical fiction, and a literature circle.

WRITTEN COMMUNICATIONS	112	1	SEMESTER	ELECTIVE 12
------------------------	-----	---	----------	-------------

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. The course 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. This course fulfills the required 4th English credit.

ORAL COMMUNICATIONS	122	1	SEMESTER	ELECTIVE 11-12
---------------------	-----	---	----------	----------------

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. This course fulfills the required 4th English credit.

COLLEGE WRITING 101/201	198/199	1/1	SEMESTER	ELECTIVE 12
-------------------------	---------	-----	----------	-------------

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. These courses fulfill the required 4th English credit.

FAMILY AND CONSUMER SCIENCES

Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Introduction to Culinary Arts	Semester	None	No	1	811	x	x	x	x
Baking and Pastry Arts	Semester	Introduction to Culinary Arts	No	1	812		x	x	x
World Cuisines	Semester	Introduction to Culinary Arts	No	1	813			x	x
Employability Skills	Semester	None	No	.5 **alternating days	814		x		

INTRODUCTION TO CULINARY ARTS	811	1	Semester	ELECTIVE 9
-------------------------------	-----	---	----------	------------

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. A course fee of \$10 is required.

BAKING AND PASTRY ARTS	812	1	Semester	ELECTIVE 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. A course fee of \$10 is required.

WORLD CUISINES	813	1	Semester	ELECTIVE 11-12
----------------	-----	---	----------	----------------

In World Cuisines students will explore foods from around the world. Students will learn foreign cooking methods, baking by weight, advanced equipment use, foreign cultures, foreign agriculture, and advanced cooking and baking terminology. A course fee of \$10 is required.

EMPLOYABILITY SKILLS	814	1	Semester	REQUIRES 11
----------------------	-----	---	----------	-------------

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. Portfolio artifacts include personal data record, resume, cover letter, interview documentation, and career research paper.

Mathematics									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Algebra 1	Year	None	No	1	403	x			
Geometry	Year	Algebra 1	No	1	404	x	x		
Algebra 2	Semester	Algebra 1 & Geometry	No	1	405		x	x	x
Statistics	Semester	C or better in Geometry or Algebra 2	Yes	1	407			x	x
Precalculus	Semester	C or better in Geometry and Algebra II	Yes	1	406			x	x
Calculus	Semester	C or better in Precalculus	Yes	1	408			x	x
Intermediate Algebra	Semester	Alg 1, Geometry, & teacher approval.	Yes	1	409			x	x

ALGEBRA 1	403	1	YEAR	REQUIRED 9
-----------	-----	---	------	------------

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.

GEOMETRY	404	1	YEAR	REQUIRED 10
----------	-----	---	------	-------------

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 would be summative assessments.

ALGEBRA 2	405	1	SEMESTER	ELECTIVE 11
-----------	-----	---	----------	-------------

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

STATISTICS	407	1	SEMESTER	ELECTIVE 11-12
------------	-----	---	----------	----------------

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 projects.

PRECALCULUS	406	1	SEMESTER	ELECTIVE 11-12
-------------	-----	---	----------	----------------

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.

CALCULUS	408	1	SEMESTER	ELECTIVE 11-12
----------	-----	---	----------	----------------

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.

INTERMEDIATE ALGEBRA	409	1	SEMESTER	ELECTIVE 11-12
----------------------	-----	---	----------	----------------

This course will Review and application of basic arithmetic skills involving whole numbers, fractions and decimals. Introduction and application of percentages, area, volume, ratios and proportions will also be covered. The measurement system, angle, perimeter, square and board feet and formulas for geometric shapes as well as algebra will be taught.

Music									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Band	Semester	MS Band	No	.5 **alternating day	704/705	x	x	x	x
Band Appreciation	Semester	Enrolled in HS Band	No	.5 **alternating day	710/711	x	x	x	x
Jazz Ensemble	Year	Enrolled in HS Band	No	.25	708	x	x	x	x
Concert Choir	Semester	None	No	.5 **alternating day	706/707	x	x	x	x
Show Choir	Year	Enrolled in HS Choir and Tryout	No	.25	709	x	x	x	x
Music Appreciation/ Applied Voice	Semester	Enrolled in HS Choir	No	.5 **alternating day	712/713	x	x	x	x

BAND	704/705	.5	Semester	ELECTIVE 9-10-11-12
------	---------	----	----------	---------------------

The high school concert band is designed to further cultivate students' musical proficiency and ensemble skills. Building upon the foundations established in Beginning Band and Middle School Band, students will explore a diverse repertoire, refining techniques in tone production, intonation, and musical expression. Emphasis will be placed on developing individual musicianship within the context of a larger ensemble. Successful completion of Beginning Band and prior participation in Middle School Band are highly recommended.

BAND APPRECIATION	710/711	.5	SEMESTER	ELECTIVE 9-10-11-12
-------------------	---------	----	----------	---------------------

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 an 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 independent nature.

JAZZ ENSEMBLE	708	.25	Year	ELECTIVE 9-10-11-12
---------------	-----	-----	------	---------------------

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	706/707	.5	SEMESTER	ELECTIVE 9-10-11-12
---------------	---------	----	----------	---------------------

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	.25	Year	ELECTIVE 9-10-11-12
------------	-----	-----	------	---------------------

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.

MUSIC APPRECIATION/APPLIED VOICE	712/713	.5	SEMESTER	ELECTIVE 9-10-11-12
----------------------------------	---------	----	----------	---------------------

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 the 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 and Health

Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
PE 9	Semester	None	No	.5 **alternating day	500	x			
PE 10	Semester	None	No	.5 **alternating day	501		x		
PE 11	Semester	None	No	.5 **alternating day	502			x	
PE 12	Semester	None	No	1	504				x
Health 9	Semester	None	No	.5 **alternating day	505	x			
Medical Terminology	Semester	None	Yes	.5 **alternating day	507		x	x	x
Introduction to Health Careers	Semester	None	Yes	.5 **alternating day	508		x	x	x

PE 9	500	.5	Semester	REQUIRED 9
------	-----	----	----------	------------

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.

PE 10	501	.5	Semester	REQUIRED 10
-------	-----	----	----------	-------------

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. Portfolio examples include: Unit Exams, Fitness Testing Personal Reflection/Goal Setting Project.

PE 11	502	.5	Semester	REQUIRED 11
-------	-----	----	----------	-------------

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.

PE 12	504	.5	Semester	ELECTIVE 12
-------	-----	----	----------	-------------

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.

HEALTH 9	505	.5	Semester	REQUIRED 9
----------	-----	----	----------	------------

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 making 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	507	.5	Semester	ELECTIVE 10-11-12
---------------------	-----	----	----------	-------------------

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.

INTRODUCTION TO HEALTH CAREERS	508	.5	Semester	ELECTIVE 10-11-12
--------------------------------	-----	----	----------	-------------------

In this course, participants will examine health related careers. Educational preparation, job responsibilities, and appropriate personal attributes will be surveyed in order to assist participants in career decision planning. Health career programs which NTC offers will be highlighted.

School to Career									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Youth Apprenticeship	1-2 years	See Eligibility Requirements	No	1/semester				x	x
COOP	1-2 semesters	See Eligibility Requirements	No	.5/semester	829/830				x

YOUTH APPRENTICESHIP		1 or 2	1-2 Years	ELECTIVE 11-12
----------------------	--	--------	-----------	----------------

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.

COOP	829/830	.5/semester	Semester	ELECTIVE 12
------	---------	-------------	----------	-------------

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 Requirements	COOP Requirements
Students must be enrolled in a course related to the corresponding career field	Students must have had a course related at some point in high school for COOP
YA program is open to juniors and seniors	The COOP program is open to seniors only
1 Block per semester unless otherwise approved by STC Local Coordinator	1 Block per semester
Each semester is 1 credit. Required 450 hours for a year. (Due to this requirement this is typically a year long course.)	Each semester is .5 credit. 90 hours per semester. Students can work just one or both semesters.

SCHOOL-TO-CAREER PROGRAM GUIDELINES

1. Students must meet with Mrs. Schenzel (Local STC Coordinator) prior to completing an application.
2. Students must complete a cover letter relating their career interests to the STC program (YA or COOP) area for which they are applying.
3. Must secure job placement at employment matched to future plans and cannot be a business within your family.
4. Must be approved by STC Local Coordinator and MS/HS Principal has final approval.
5. Students must apply by March 30th for 1st Semester placement and October 30th for 2nd Semester placement.
6. Students must have an overall GPA of 2.0 or higher.
7. Students must have completed and received a C or better in Employability Skills.
8. Students must maintain the academic and attendance requirements required by EHS. Truancy issues will make you ineligible.
9. If a student is receiving a failing grade at quarter and/or semester time for any class; the student may be withdrawn from the program.
10. If a student is fired from their place of employment; the student will receive a failing grade in their corresponding course through school.
11. Students must apply by March 30th for 1st Semester placement and October 30th for 2nd Semester placement.
12. Students must have an overall GPA of 2.0 or higher.
13. Students will turn in weekly assignments due Monday of each week in Google Classroom
14. Complete projects.
15. Mid-quarter and quarterly evaluations will be done by your supervisor.

Youth Apprenticeship & COOP 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.

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.

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.

Science									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
General Science	Semester	None	No	1	300	x			
Biology	Semester	General Science	No	1	301		x		
Environmental Science	Semester	Biology	No	1	305			x	x
Chemistry	Semester	C or Better in Algebra 1	No	1	303		x	x	x
Physics	Semester	B or Better in Algebra 1 and Geometry is highly recommended	No	1	307			x	x
Body Structure and Function	Semester	Biology	Yes	1	304			x	x

GENERAL SCIENCE	300	1	Semester	REQUIRED 9
-----------------	-----	---	----------	------------

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.

BIOLOGY	301	1	Semester	REQUIRED 10
---------	-----	---	----------	-------------

Biology is a course designed to understand how living organisms function. 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.

ENVIRONMENTAL SCIENCE	305	1	Semester	ELECTIVE 11-12
-----------------------	-----	---	----------	----------------

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.

CHEMISTRY	303	1	Semester	ELECTIVE 11-12
-----------	-----	---	----------	----------------

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.

PHYSICS	307	1	Semester	ELECTIVE 11-12
---------	-----	---	----------	----------------

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.

BODY STRUCTURE AND FUNCTION	304	1	Semester	ELECTIVE 11-12
-----------------------------	-----	---	----------	----------------

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.

Social Studies

Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Issues in a Global Society	Semester	None	No	1	200	x			
Contemporary US History	Semester	Issues in a Global Society	No	1	201		x		
Comparative Government and Geographical Issues	Semester	Issues in a Global Society & Contemporary US History	No	1	203			x	x
History Through Media	Semester	None	No	1	245			x	x
History of Sport in the US	Semster	None	No	1	013			x	x
Introduction to Diversity	Semester	Must achieve a final grade percentage in Contemporary US History of 80% or higher	Yes	1	294			x	x
Introduction to Sociology	Semester	Must achieve a final grade percentage in Contemporary US History of 80% or higher	Yes	1	295			x	x
Introduction to Psychology	Semester		Yes	1				x	x

ISSUES IN A GLOBAL SOCIETY	200	1	Semester	REQUIRED 9
----------------------------	-----	---	----------	------------

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.

CONTEMPORARY US HISTORY	201	1	Semester	REQUIRED 10
-------------------------	-----	---	----------	-------------

This course examines American History during the 20th 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, Immigration Timeline, Great Migration Essay, World War II Research Project, Founding Values Essay.

COMPARATIVE GOVERNMENT AND GEOGRAPHICAL ISSUES	203	1	Semester	REQUIRED 11
--	-----	---	----------	-------------

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.

HISTORY THROUGH MEDIA	245	1	Semester	ELECTIVE 11-12
-----------------------	-----	---	----------	----------------

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.

HISTORY THROUGH SPORT IN THE US	013	1	Semester	ELECTIVE 11-12
---------------------------------	-----	---	----------	----------------

This course explores the complex history of sports in the United States, using athletics as a powerful lens to examine broader social, cultural, and political developments. From indigenous games and the rise of organized sports in the 19th century to the ongoing impact of race, gender, class, and nationalism. Students will investigate how sports have both reflected and shaped American identity. Key topics include segregation and the color line, Title IX and gender equity, Cold War rivalries, individual and group athlete activism throughout history, and the growing commercialization and media influence in modern athletics.

INTRODUCTION TO DIVERSITY	294	1	Semester	ELECTIVE 11-12
---------------------------	-----	---	----------	----------------

Learners are introduced to the study of diversity from a local to a global scale. In addition to an analysis of majority/minority relationships in a multicultural context, the primary topics of race, ethnicity, age, gender, class, and religion are explored. The course encourages self-exploration and prepares the learner to work in a diverse environment.

INTRODUCTION TO SOCIOLOGY	295	1	Semester	ELECTIVE 11-12
---------------------------	-----	---	----------	----------------

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.

INTRODUCTION TO PSYCHOLOGY	209	1	Semester	ELECTIVE 11-12
----------------------------	-----	---	----------	----------------

This science of psychology course is a survey of multiple aspects of behavior and mental processes. It provides an overview of topics such as research methods, theoretical perspectives, learning, cognition, memory, motivation, emotions, personality, abnormal psychology, physiological factors, social influences, and development.

Technology Education									
Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Introduction to Technology and Engineering	Semester	None	No	1	820	x	x	x	x
Graphics Technology and Digital Photography	Semester	None	Yes	1	824		x	x	x
Woods 1	Semester	None	No	1	831	x	x	x	x
Woods 2	Semester	Woods 1	No	1	833		x	x	x
Females in Tech Ed	Semester	None	No	1	015	x	x	x	x
Building Trades and Construction	Semester	None	No	1	014		x	x	x

INTRODUCTION TO TECHNOLOGY AND ENGINEERING	820	1	Semester	ELECTIVE 9-10-11-12
--	-----	---	----------	---------------------

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 include personal logo, Sketchup drawings, Rube Goldberg project and the design process project. A course fee of \$10 is required.

GRAPHICS TECHNOLOGY AND DIGITAL PHOTOGRAPHY	824	1	Semester	ELECTIVE 11-12
---	-----	---	----------	----------------

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. This course will also include aspects of digital photography. This course is offered as a transcribed/dual credit course through Northcentral Technical College. Students will create individual and group assignments within each of these units. Portfolio items include multiple Photoshop assignments, screen printing and vinyl work, and entrepreneur projects. A course fee of \$10 is required.

WOODS 1	831	1	Semester	ELECTIVE 10-11-12
---------	-----	---	----------	-------------------

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; mirrored coat rack, coffee table, console 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 include pictures and of each of the projects the students make. A course fee of \$10 is required.

WOODS 2	833	1	Semester	ELECTIVE 11-12
---------	-----	---	----------	----------------

This is the second level course in construction and woodworking. Woodworking will include the building of bean bag boards, and the design, layout and construction of 2 individual projects. 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 include individual projects, bean bag boards and entrepreneur projects. A course fee of \$10 is required.

FEMALES IN TECH ED	015	1	Semester	ELECTIVE 9-10-11-12
--------------------	-----	---	----------	---------------------

FITE (Females in Tech Ed) is a hands-on, project-based course designed to introduce female students to a variety of technology and engineering fields. Students explore areas such as woodworking, engineering design, digital fabrication, and graphic design while developing problem-solving, collaboration, and technical skills. The course emphasizes creativity, confidence-building, and real-world applications. A course fee of \$10 is required.

BUILDING TRADES AND CONSTRUCTION	014	1	Semester	ELECTIVE 10-11-12
----------------------------------	-----	---	----------	-------------------

Introduction to Construction Trades exposes students to the essential skills and career pathways found across the building industry. Students will work with real tools and equipment while learning safe and accurate practices in carpentry, electrical, masonry, plumbing, and finishing trades. Through hands-on mini-projects and skill-building activities, students will measure, cut, assemble, wire, seal, and construct using industry techniques and standards. This course provides beginner-level experience for students interested in building trades, engineering, architecture, and skilled technical careers. A course fee of \$10 is required.

World Language

Course Name	Course Length	Prerequisite	Dual Credit	Credits	Course Number	Grade Levels			
						9	10	11	12
Spanish 1	Semester/Year		No	1	904	x	x	x	x
Spanish 2	Semester	Spanish 1 and C or Higher		1	905		x	x	x
Spanish 3	Semester	Spanish 2		1	906		x	x	x
Spanish 4	Semester	Spanish 3		1	907			x	x

SPANISH 1	904	1	Semester	ELECTIVE 9-10-11-12
-----------	-----	---	----------	---------------------

Spanish I is the first of four sequential levels of Spanish instruction that are available to students. In the Spanish 1 course students will acquire a basic foundation for communicating in Spanish. Skills in reading, listening, writing, and speaking in Spanish will be developed through the exploration of interesting cultural stories, videos, music, and games. Portfolio items for this class include various writing/speaking samples.

SPANISH 2	905	1	Semester	ELECTIVE 10-11-12
-----------	-----	---	----------	-------------------

Spanish II focuses on language acquisition through storytelling strategies, impromptu conversations and a variety of other activities. Students will gain a growing proficiency in the language while learning about “Everyday life in the City.” Emphasis is placed first on listening and reading, and then on writing and speaking. Portfolio items for this class include various writing/speaking samples.

SPANISH 3	906	1	Semester	ELECTIVE 10-11-12
-----------	-----	---	----------	-------------------

Spanish III students continue to learn, practice, and refine the language through culturally compelling input: stories, videos, music, and games. Students will expand their skillfulness with the 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.

SPANISH 4	907	1	Semester	ELECTIVE 11-12
-----------	-----	---	----------	----------------

Spanish IV introduces an exciting mixture of new verbs, verb tenses, vocabulary, and additional grammar points as students explore the different aspects of life in Spain, Argentina, and Chile including common foods, traditions, homelife, sports, etc. Portfolio items for this class include various writing/speaking samples.

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, Career and Technical/Education, 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. All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional or learning disability, any other characteristic protected by law in any of its student programs, activities, and employment ("Protected Classes"). 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. For complaint procedures see Board Policies 1422, 2260, 2421, 3122, 4122, and 5517.

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, PI9, 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
PO Box 196
Edgar, WI 54426
(715) 352-2351

(PI 9.05 Wisconsin Admin Code and Board Policies 1422, 1623, 1662, 2230, 2260, 2260.01, 3122, 3123, 3362, 4122, 4123, 4362, and 5517)