

# Green Lake High School Course Description Book

## 2015-2016

*Registration opens on Monday, March 23, 2015.  
Complete your registration requests online  
via Skyward Family Access  
no later than Friday, April 10, 2015.*

# School District of Green Lake

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**AN ENVIRONMENT OF EXCELLENCE**

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March 2015

Dear Students,

At Green Lake High School we have worked to create courses that prepare all students for life beyond high school. The courses you select will shape your high school experience and ultimately give you the education necessary for your post-high school career of choice. No matter what path you take, you will need to continue your learning beyond high school.

Students who plan to continue academically at a two or four year college can take classes during high school that will provide them with college credits. International Baccalaureate (IB), Project Lead the Way (PLTW), Advanced Placement (AP), Moraine Park Technical College (MPTC) transcribed courses, and other Youth Options opportunities are available for juniors and seniors. Please take advantage of this opportunity.

Take time to review all the information and plan the four-year program that will best prepare you for your future. Plan to take a rigorous course of study throughout your eight semesters at GLHS. Your teachers, Mrs. Loest and I will be pleased to meet with you to assist in your planning.

We wish you much success at GLHS.

Mary Allen  
Principal

<p>The School District of Green Lake does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion, or handicap.</p>
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# DIRECTIONS FOR COMPLETING HIGH SCHOOL COURSE REGISTRATION ONLINE

1. Review the ***Course Description Booklet*** to check course availability and prerequisites. Some courses have prerequisites (courses you must pass before you may take the course), some courses are restricted by grade level, and some courses are offered every other year. First, make sure you are eligible to take the courses you select, and second, make sure the courses are available in the year you wish to take them.
2. Complete or revise your ***Four Year Plan***, so that you know in what order you wish to take coursework, and that you will be able to fit courses into your plan. Make sure you are meeting your requirements for graduation, that you are taking coursework that fits your post high school plans, and that you are taking coursework that relates to your career interests.
3. Complete your course registration online via the ***Family Access Program***. Make sure you have a total of at least 7 credits. You may, but do not have to take a study hall. Add alternate courses in case you do not receive every course you request. Make sure to include any courses that you must repeat due to a failure.
4. If you are taking college level courses, complete a ***Youth Options Form*** and turn it in to the Guidance Office. College level courses may be taken via Distance Learning or on site at Ripon College. Seniors taking Ripon College, U.W. Oshkosh, Marian College, or Moraine Park Technical College courses may take fewer credits because of the increased workload of college level courses. Follow *The Rule of Six*, e.g. 5 courses at GLHS and 1 course at RC, UWO, or MPTC.

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# Registration Guidelines

## I. GUIDELINES FOR REGISTRATION

1. A school day consists of eight periods.
2. A student must take a minimum of seven courses each semester.
3. Each year there are required courses which must be taken.
4. An elective is a course that a student may choose to take because it is needed or wanted.
5. A one semester course earns .5 credit; a full year course earns 1 credit.
6. Students are allowed to add or drop classes during the first five days of each semester depending upon enrollment. A student may not drop a class if it causes the enrollment to drop under six students. After five days a course drop must be approved by the principal and a failing grade may be entered into the student's transcript.

## II. REQUIRED COURSES AND SEQUENCE

### **Grade 9**

English 9 (1)  
Modern United States History (.5)  
Ancient World History (.5)  
Math Elective (1)  
General Science (1) OR  
Biology (1)  
World Language (1)  
Physical Education (.5) / Health 9 (.5)  
Elective

### **Grade 11**

IB English: World Literature 1<sup>st</sup> Year (1) OR  
English 11 (1)  
IB History of the Americas 1<sup>st</sup> Year (1) OR  
IB Psychology (1) OR  
IB Economics (1) OR  
IB Social & Cultural Anthropology (1)

### **Grade 10**

English 10  
Modern World History (.5)  
American Government (.5)  
Math Elective (1)  
Biology (1) OR  
Physics (.5) and Chemistry (.5)  
World Language (1)  
Physical Education (1)  
Elective

### **Grade 12**

IB English: World Literature 2<sup>nd</sup> Year (1) OR  
IB English: World Literature 1<sup>st</sup> Year (1) OR  
Oral/Interpersonal Communications and Written Communications  
IB History of the Americas 1<sup>st</sup> Year (1) OR  
IB Psychology (1) OR  
IB Economics (1) OR  
IB Social & Cultural Anthropology (1)

### III. Graduation Requirements:

Green Lake High School requires twenty-six (26) credits for graduation. Students are also required to complete certification in CPR/First Aid in order to graduate.

Students must earn the following in order to receive a Green Lake High School diploma:

#### **Class of 2015 and 2016:**

4 credits of English	1.5 credits of Physical Education
4 credits of Social Studies	.5 credit of Health
2 credits of Math	12 elective/other credits
2 credits of Science	

#### **Class of 2017 and later:**

4 credits of English	1.5 credits of Physical Education
3 credits of Social Studies	.5 credit of Health
3 credits of Math	11 elective/other credits
3 credits of Science	

### IV. FOUR-YEAR PLAN

It is important that a student review his/her four-year plan during each year of high school. A student should plan to take courses that will lead the student to his/her education and career goals. The plan should provide a strong foundation for admission to a one, two, or four-year college program, or provide courses that will be helpful in obtaining an apprenticeship or a job following completion of high school.

The student planning to attend a **one or two year technical college program** to receive a certificate, diploma, associate degree, or a skilled trade apprenticeship should consider the area of interest when selecting courses. It is important that prerequisites for specific college programs are met as each program will have particular criteria for admission. It is important to include challenging math and science coursework in addition to other electives relating to the program of interest.

The **IB Diploma Programme** is the most effective **preparation for a four year college** as it is recognized worldwide as preparing students for success in a challenging college environment. Students who wish to be eligible for admission to a four year college and want to earn a *leg-up* in the admission process should take the most demanding program of coursework available.

**Selective colleges** may require as many as four years of the five academic areas (English, math, science, social studies, and foreign language), college entrance test scores, application essays, interviews, references, and extracurricular activities. **Less selective colleges** will require a minimum of four credits of English, three credits of social studies, three credits of math, three credits of science, plus electives in other academic and fine arts areas. Students should choose electives according to program interests.

The **University of Wisconsin four year campuses** currently require four years of English, three years of social studies, three years of math (algebra 1, geometry, and one upper level math course), three years of science, and academic electives. Madison currently requires two years of a foreign language taken during high school. Admission requirements consider 'rank in class' based on cumulative GPA (grade point average), ACT or SAT scores, and college preparatory courses taken. Students who do not meet all requirements may be admitted to the two-year UW-College campuses, the closest of which is in Fond du Lac.

**Scholarship selection committees** may consider courses taken, grade point average, rank-in-class, college entrance test scores, essays, interviews, references, extracurricular activities, community/volunteer activities, and personal interests.

# Educational Opportunities

## **I. INTERNATIONAL BACCALAUREATE (IB) WORLD SCHOOL**

Green Lake Public School is an International Baccalaureate World School offering the Primary Years Programme (PYP), Grades 4K-6, the Middle Years Programme (MYP), Grades 7-10, and the Diploma Programme (Grades 11-12).

**The IB Middle Years Programme** begins in grade 7 and continues into high school in grades 9 and 10. The Middle Years Programme is designed to help students find a sense of belonging in the ever-changing and increasingly interrelated world. It fosters a positive attitude to learning, providing a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and encourages students to become critical and reflective thinkers.

**The IB Diploma Programme** is the premier university preparation program in the world. It is a challenging two-year curriculum offered in grades 11 and 12 which provides motivated, college-bound students with the opportunity to pursue a comprehensive curriculum that is internationally recognized for its excellence. The goal of IB is to provide students with opportunities that will enable them to make wise choices and be successful in the global community. The program focuses on teaching students critical thinking and the importance of actively participating in their community. It leads to a qualification that is widely recognized by the world's leading colleges and universities. All students considering attending a four year college are encouraged to complete the full IB Diploma Programme.

## **II. YOUTH OPTIONS PROGRAM: RIPON COLLEGE/MORAINES PARK TECHNICAL COLLEGE/MARIAN COLLEGE/UNIVERSITY OF WISCONSIN-OSHKOSH/UW COLLEGES ONLINE**

The State of Wisconsin Youth Options program allows all public high school juniors and seniors who meet specific requirements to take post-secondary courses at a UW institution, a Wisconsin technical college, or one of the state's participating private colleges. Enrollment in the program is on a 'space available' basis.

The school district is required to pay for a Youth Options course if the student will receive high school credit and the course is not comparable to a course offered in the school district. The student will receive both high school and post-secondary credit for a successfully completed course.

In order to qualify for the program, a student must:

- Complete the 10<sup>th</sup> grade, be in good academic standing, and have no record of attendance or disciplinary problems.
- Pre-register for a Youth Options course during the annual registration process.
- Complete a Youth Options form and submit it to the school counselor by June 1<sup>st</sup> for first semester and October 1<sup>st</sup> for second semester courses.
- A student must purchase his/her own textbooks and will be reimbursed for the cost following successful completion of the class and resale of textbooks to the college.

If a student receives a failing grade or fails to complete a course for which the school board has made payment, the school board may request reimbursement from the student/family. This may also affect the student's ability to get financial aid for college in the future. A student may take up to 18 credits during his/her high school years through the Youth Options program. Transportation to and from the post-secondary school is the responsibility of the parent and the student. More information and the necessary forms may be obtained from the school counselor.

## **III. PROJECT LEAD THE WAY**

Green Lake Public School is now certified to implement the Project Lead the Way (PLTW) Engineering program. PLTW is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Students in the PLTW Engineering program will engage in problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Through this program, students are able to learn about different engineering disciplines before beginning post-secondary education or careers. Students may also have the opportunity to earn college credit for course work completed. During the first year of implementation (2014-2015), Green Lake High School will offer Introduction to Engineering Design. By the third year of implementation Green Lake High School will offer Introduction to Engineering Design, Principles of Engineering, and at least one specialization course or the capstone course. For more information about PLTW, please visit: <https://www.pltw.org/>

#### **IV. WISCONSIN VIRTUAL SCHOOL**

Wisconsin Virtual School (WVS) is a service provider that partners with school districts throughout the state to offer online education to middle and high school students. A student who would benefit from expanded curricula may request to take additional coursework through the Wisconsin Virtual School. A student may not take a WVS course in order to avoid coursework offered in the Green Lake High School curricula.

A student who wishes to take a WVS course must be self-motivated, self-disciplined, be a good time-manager, must not give up easily when confronted with obstacles, and must be able to work in a loosely structured environment. He/she must also have good basic computer skills. A student who does not pass a WVS course may be eligible to take another course, however it will be at the student's expense. To view WVS offerings, visit: <http://www.wisconsinvirtualschool.org/hscourses.cfm>

#### **V. ADVANCED PLACEMENT**

Advanced Placement (AP) courses are offered to students through the Wisconsin Virtual School (WVS) program for students who wish to earn college credit through the College Board program. The curriculum and all tests are designed by College Board and are rigorous in nature. At the end of the WVS course, the student must pass the AP exam given in May of each year in order to have the potential to gain college credit. A student may take an Advanced Placement course and choose not to take the AP exam. In either case the student will earn a Green Lake High School credit. Students choosing to take Advanced Placement courses should have a 3.5 or higher cumulative grade point average, must meet prerequisite coursework, and must excel in the academic course area. To view WVS AP offerings, visit: <http://www.wisconsinvirtualschool.org/apcourses.cfm>

#### **VI. FOREIGN EXCHANGE**

Green Lake High School participates with the Rotary International to provide an opportunity for high school juniors or seniors to spend a year abroad. The program is designed to promote international understanding and goodwill. Participating students live with several families during the school year and receive the equivalent of six general high school credits for a one-year experience.

An applicant must demonstrate above average academic achievement and must have an outgoing and pleasant personality to fit the role of ambassador. The student must be able to accept discipline, be capable of adjusting to new and strange conditions, and must be of good character and reputation.

An interested student must apply in September for participation in the program the following year. Applications are processed and interviews take place each fall. After candidates are selected by Rotary, the student participates in several weekend orientation retreats with other outbound students throughout the school year. The student receives his/her assigned country in the spring, and leaves for his/her country in late summer.

Host families are needed yearly for 'inbound' students from foreign countries. This is an excellent opportunity for families to acquaint themselves with other cultures. For further information regarding either 'inbound' or 'outbound' foreign exchange contact the local Rotary Club.

#### **VII. SUMMER SCHOOL**

Students who are credit deficient, need to complete course prerequisites, need to complete classes taken during the school year, and/or need academic tutoring may take courses during a six-week term in the summer via the Wisconsin Virtual School. Students who wish to complete enrichment courses via Wisconsin Virtual School may also enroll during the summer school program. Information is provided to targeted students in the spring regarding the dates and times of the program.

#### **VIII. EARLY GRADUATION**

A high school student interested in early graduation should begin planning as early as the freshman year. A student interested in this option must complete all graduation requirements. In order to do so a student will have to receive an accelerated program.

Any student considering early graduation must consider his/her reasons for wanting to do so. Examples of good reasons may include entering college early or attending a foreign exchange study program. A conference with the School Counselor, parent, and student will determine desirability and options. A written plan must be submitted to and approved by the principal.

## **IX. CPR/BASIC LIFE SUPPORT/FIRST AID/AED TRAINING**

CPR/Basic Life Support/First Aid/AED training is a Green Lake High School graduation requirement. All students receive instruction via an American Red Cross course. This 12-hour course teaches how to recognize warning signs of heart attack and stroke and what to do in case they occur. The student learns how to treat respiratory distress and choking (foreign body airway obstruction) through techniques such as the Heimlich maneuver. The student also receives instruction in the use of an AED. After lecture, demonstration, and practice, the student is evaluated through written and practical tests, and receives American Red Cross certification.

# Special Services

## **I. GIFTED/TALENTED PROGRAM**

All students deserve the opportunity to develop to their full potential. It is the responsibility of the School District of Green Lake to identify students with strong intellectual, academic, leadership, creative, and/or artistic abilities and to provide appropriate programming for them. These programs facilitate development of a student's abilities, thus enabling the student to realize his/her potential.

Green Lake has chosen the Wisconsin Comprehensive Integrated Gifted Programming Model as its program. The G/T program follows an 'easy-in/easy-out' format, allowing a student to participate for his/her entire school career. Parents interested in more information should contact the G/T coordinator. The majority of students will have their individual needs met within the classroom, or through special enrichment or acceleration programming beyond the regular classroom. Arrangements will be made for individual students who need acceleration or a differentiated education program.

## **II. CAREER EDUCATION/EDUCATION FOR EMPLOYMENT**

Career education is an on-going part of the educational program. Since the major purpose of education is to produce responsible, productive citizens, career education activities are infused into all curriculum areas. Interest inventories, career research, job shadowing, career days, business and industry tours, college tours, and special speakers are provided for all students. As the student advances in high school, career education becomes more personalized as the student makes plans for post-graduation. The School Counseling Office provides print and internet resources for career/college exploration. Students and parents are encouraged to utilize the School Counseling website, *WisCareers*, and *WICareerPathways* online.

## **III. TESTING AND EVALUATION SERVICES**

Testing by a certified school psychologist to determine present academic functioning is available to all students. Referral to the school psychologist may be made in writing by a parent, faculty member, or an administrator. Students may be referred as a result of performance in class or on group administered standardized tests. The purpose of referral and evaluation is to determine strengths and weaknesses and to make recommendations regarding academic programming or support services. Evaluations may only take place with written permission from the parent or guardian. Assistance for a student with academic needs may include an individually prescribed program, tutoring, remedial coursework, or enrollment in an Exceptional Educational Needs (EEN) program.

## **IV. SCHOOL COUNSELING SERVICES**

The counseling program is available to all students and parents. Its purpose is to help students maintain normal personal and social relationships, and to help students understand themselves and their emotions through confidential individual and small group counseling. Students, parents, teachers, and administrators may make referrals.

Individual student achievement is an important emphasis of the school counseling program. Students or parents concerned about improving academic achievement are encouraged to see the school counselor. Individual counseling regarding approaches to study, study skills, and referral to support programs may be considered.

The school counseling program includes providing educational and vocational information to individual students. It provides educational opportunities to students and parents regarding personal, educational and vocational needs. Students and parents are encouraged to utilize the School Counseling website on the school website ([www.glsd.k12.wi.us](http://www.glsd.k12.wi.us)).

## **V. FINANCIAL ASSISTANCE**

Green Lake School District offers a free/reduced lunch/breakfast program for qualifying families. Students who qualify for this program may also be eligible for financial assistance for other school related expenses. For more information regarding qualification paperwork, please contact the school office, school counselor, or principal.

The Green Lake Public Schools Foundation is a non-profit organization formed exclusively to facilitate the collection and disbursement of charitable donations to benefit the School District of Green Lake in the advancement of scientific, literary and educational purposes. The Foundation uses its resources to support facets of the educational program that would not normally be funded by the public funds of the District. If a student has a financial need that he/she feels would restrict his or her participation in a class or an extracurricular activity, the student may apply to the foundation for assistance. Application may be made through the District Administrator and will be considered on its individual merit. Confidentiality will be maintained.

## **VI. GED or HSED**

Green Lake High School works with Moraine Park Technical College to provide the GED/HSED option to any student who is unlikely to graduate with his/her class. After a conference with the parent, the student, the counselor and the principal, a student may be enrolled in the GED/HSED program. If there is room in the program, the school district will provide transportation to the MPTC site in Fond du Lac for a student under the age of 18. The School District of Green Lake encourages each student to complete his/her high school diploma via Green Lake High School rather than choosing the GED/HSED option.

# 2014-2015 COURSE OFFERINGS\*

## **Art Department**

Art of Glass 1/2(.5)  
Ceramics 1/2 (.5)  
Drawing 1/2 (.5)  
Fibers (.5)  
IB Visual Art SL/HL (2)  
Painting 1/2 (.5)

## **Computer Science**

IB ITGS SL (1)

## **English Department**

English 9 (1)  
English 10 (1)  
English 11 (1)  
IB English: World Literature SL/HL (2)  
Research Methods and Writing (.5)  
Oral/Interpersonal Communication (.5)  
Written Communication (.5)  
Strategic Reading (1)  
Writing for Publication (1)  
IB Film SL (1)

## **Mathematics Department**

Algebra/Geometry 1A (MYP 4A) (1)  
Algebra/Geometry 1B (MYP 4B) (1)  
Algebra/Geometry 1 (MYP 4) (1)  
Algebra/Geometry/Statistics (MYP 5) (1)  
Algebra/Geometry/Pre-Calculus (MYP 5+) (1)  
IB Math SL (2)  
IB Math Studies SL (2)  
MPTC Technical Math (1)

## **Performing Arts Department**

Band (1)  
Choir (1)  
IB Music SL (2)

## **Physical Education Department**

Physical Education 9 / Health 9 (1)  
Lifetime Activities 1 (.5)  
Lifetime Activities 2 (.5)

## **Science Department**

General Science (1)  
Biology (1)  
Chemistry (.5)  
Physics (.5)  
IB Biology SL/HL (2)  
IB Chemistry SL (2)  
IB Environmental Systems & Society SL (1)  
IB Physics SL (2)  
PLTW Principles of Engineering (1)

## **Social Studies Department**

Modern United States History (.5)  
Ancient World History (.5)  
Modern World History (.5)  
American Government (.5)  
Leadership Development (.5)  
IB Economics SL (1)  
IB History SL/HL (2)  
IB Psychology SL (1)  
IB Social & Cultural Anthropology SL (1)  
IB Theory of Knowledge (.5)

## **Technology & Engineering Department**

Graphic Design (.5)  
Marine Technology (.5)  
Metals (.5)  
Photoshop (.5)  
PLTW Introduction to Engineering Design (1)  
Woods (1)

## **World Languages Department**

French 1 (1)  
French 2 (1)  
French 3 (1)  
IB Language B: French SL/HL (2)  
Spanish 1 (1)  
Spanish 2 (1)  
Spanish 3 (1)  
IB Language B: Spanish SL/HL (2)

Students may also take Wisconsin Virtual School (WVS) online offerings and Youth Options courses. Please seek out their course listings by visiting the appropriate website.

**\*Please note: This list represents the courses that MAY be offered in the 2014-2015 school year and is subject to change. Changes may occur due to student interest, enrollment, staffing, etc.**



# Course Descriptions

## Art

### **ART OF GLASS 1/2**

OPEN TO:	Grades 9-12	ELECTIVE
PREREQUISITE:	None	.5 Credit

In this course students will study various projects and artwork that can be created with different types of glass. Projects will include making a glass mosaic on a glass panel or clear glass picture frame, learning the technique of glass fusing as a jewelry form, creating a stained glass panel, and experimenting with copper enameling. Students will take a field trip to a nearby glass-blowing studio.

### **CERAMICS 1/2**

OPEN TO:	Grades 9 - 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

This course will focus on clay creations. The student will explore the history of clay through a variety of techniques. The art of wheel throwing, coil pottery, slab building, and free form clay will be explored.

### **DRAWING 1/2**

OPEN TO:	Grades 9-12	ELECTIVE
PREREQUISITE:	None	.5 Credit

This course will focus on technique and formal elements of drawing. Students will learn a variety of drawing methods including contour line, figure, grid-drawing, and 1-2-3 point perspective.

### **FIBERS**

OPEN TO:	Grades 9 - 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

This course will focus on *fun with fibers*. The student will explore the history of fibers through a variety of techniques. Weaving, paper making, book making, basketry, and fabric art will be explored.

### **PAINTING 1/2**

OPEN TO:	Grades 9-12	ELECTIVE
PREREQUISITE:	Two Dimensional Art	.5 Credit

This course will give the student an opportunity to further develop individual style and improve overall technique in painting. The student will explore basic acrylic, watercolor, and oil painting materials, methods, and major artistic movements.

### **IB VISUAL ARTS SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	None	2 Credits (over 2 years)

New ways of expressing ideas helps to make the visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art requires a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. The study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through the visual arts.

Because of the nature of the subject, quality work in the visual arts can be produced by students at both HL and SL. The aims and assessment objectives are the same at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, to produce a larger body of work and work of greater depth. In order to reflect this, the assessment criteria are differentiated according.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and produce, appreciate and evaluate them.
- develop an understanding of visual arts from a local, national and international perspective.
- build confidence in responding visually and creatively to personal and cultural experiences.
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement.
- take responsibility for the direction of personal learning through the acquisition of effective working practices

# Computer Science

## **IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS) SL (IB DIPLOMA PROGRAM)**

OPEN TO: Grades 11 - 12

ELECTIVE

PREREQUISITE: None

1 Credit

ITGS is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the following fundamental ITGS terms:

- *Information Technology* is the acquisition, processing, storage, manipulation and dissemination of digital information by computing or telecommunications or a combination of both
- *Social impact* includes the economic, political, cultural, legal, environmental, ergonomic, health and psychological effects of IT on human life.
- *Ethical considerations* refer to the responsibility and accountability of those involved in the design, implementation and use of IT.
- *An information system* is a collection of people, information technologies, data, methods and policies organized to accomplish specific functions and solve specific problems.

# English

## **ENGLISH 9**

OPEN TO:

Grade 9

REQUIRED

PREREQUISITE:

None

1 Credit

The primary emphasis of in Ninth Grade English is skill development in writing, vocabulary, reading comprehension, and language usage. Reading comprehension is developed through the reading and structural analysis of the short story, poetry, drama, biography, essay, editorial and news article. Examples of major literary works that may be read in this course include Of Mice and Men (Steinbeck), The Adventures of Huckleberry Finn (Twain), Romeo and Juliet (Shakespeare), and The Odyssey (Homer). Numerous short stories by Sir Arthur Conan Doyle, Thurber, Saki, Poe and others will also be explored.

In addition to literary analysis, students will write descriptive, narrative and expository essays, and a research paper using outlines and revision techniques in MLA style. Emphasis is placed on the development of a thesis statement supported by details, reasons and facts. Students will also practice writing poems, short stories, news articles and editorials.

In language usage, parts of speech will be examined. Proper pronoun use and agreement is stressed. Subject/verb agreement and punctuation are reviewed. Students will be encouraged to practice sentence fluency, writing voice, word choice, presentation, and experiment with various forms of communication of ideas, including the use of technology and research databases.

## **ENGLISH 10**

OPEN TO:

Grade 10

REQUIRED

PREREQUISITE:

English 9

1 Credit

English 10, American Literature, is a course that exposes students to the writings and ideas of American authors. The legacy of America is a legacy of traditions – trends, themes and issues that have occurred throughout our history. The literature of America reflects these traditions and our culture, serving as a record of the conflicts, failures, and triumphs of a country and its people.

In addition, students will learn to recognize and analyze literary devices such as archaic language, analogy, alliteration, use of eye-witness reports, stream of consciousness, extended metaphors, to name a few.

Students are asked to get involved with the literature and become active readers, practicing how to predict, visualize, connect, question, clarify and evaluate what they are reading.

This course also expands the student's capability to use the English language correctly when writing. Students will also be assigned essays periodically to help them analyze and respond to the literature. The student reviews the basic fundamentals of grammar and punctuation, writing sentences, essays, and research papers. We will continue to write by doing journal responses and sentence structure practice on a daily basis.

## **ENGLISH 11**

OPEN TO:

Grade 11

ELECTIVE

PREREQUISITE:

English 9, English 10

1 Credit

The focus of this course is to further develop all writing skills, and make each student a more knowledgeable and creative writer. Over the course of this year, we will focus on the writing process, and using a variety of world literature readings to improve both personal and academic writing. There will also be units on public speaking, as well as researching and writing a research paper. Since writing and speaking are core skills which are carried through all classes, as well as your daily life, this class will benefit you in many ways.

**The 1st semester: Intermediate Composition.** The 1<sup>st</sup> Semester will focus on the utilization of writing skills learned in English 9 and 10. Several forms of writing will be addressed including subject writing, poetry, prose, dialog, and literary analysis. The student will practice the steps in the writing process, organizing, writing, editing, and revising a paper. In addition, the student will write a formal research paper. The student will increase vocabulary in preparation for college entrance examinations. The student will also improve personal writing style through introduction to narration, description, definition, and comparison/contrast. Grammar elements will be reviewed as necessary.

**The 2nd semester: World Literature.** The 2<sup>nd</sup> semester exposes the student to major literary works that represent various cultures and other time periods. The course attempts to broaden the student's concept of the

world as well as to identify themes common to humanity regardless of place and time. The student is required to read short stories, plays, and poetry, to write in response to the readings, and to participate during class in discussions and activities based upon the reading. Throughout the course, the student will increase vocabulary and develop skills in the analysis of literature. Students will study:

1. Literature from the Ancient World- Sumerian, Egyptian, Hebrew, Mayan
2. The Classical Age of Greece and Rome- Mythology
3. Europe in transition- Medieval literature- Dante, Chaucer
4. European literature, emphasizing British literature, including Shakespeare
5. Modern and contemporary literature

### **IB ENGLISH: WORLD LITERATURE SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	English 9, English 10	2 Credits (over 2 years)

IB English: World Literature is designed for students with a high level of competence. The course provides students with the opportunity to study language, texts and culture, and to develop their analytical skills. This course is designed to help the student develop effective reading, writing, critical thinking and public speaking skills that will help him/her beyond high school. Through the reinforcement of these skills, students will become better communicators. They will practice writing many forms: narratives, essays, poetry, formal papers and journal reflections. Students will master literary concepts in practice and in analysis. They will have ample opportunities to present and speak about their views and how they apply to what is being learned. The course is divided into 4 semesters over 2 years. Each semester focuses on different types of works: Works in translation; Detailed Study (poetry, Shakespeare and novels); Drama, and School's Free Choice (fiction & non-fiction, American & World literature). Four assessments accompany each semester: Analytical Essay (Written Assignment 1), Oral Commentary (a taped, spoken in-depth analysis lasting 20 min.), Oral Presentation (15-20 minute long presentation that engages the audience), and Paper One & Paper Two (essay exams that encompass the 2 years of study).

### **RESEARCH METHODS AND WRITING (IB DIPLOMA PROGRAM)**

OPEN TO:	Full IB Diploma Seniors	REQUIRED FOR IB DP CANDIDATES
PREREQUISITE:	None	.5 Credits (Pass/Fail)

This independent study seminar course is required for any seniors seeking the full International Baccalaureate Diploma. The purpose of the course is to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research on a topic of their choice under the guidance of both the extended essay coordinator and a subject area teacher. This course leads to the completion of the Extended Essay, a 4000 word academic essay that is externally assessed.

### **ORAL AND INTERPERSONAL COMMUNICATION**

OPEN TO:	Grade 12	ELECTIVE
PREREQUITE:	None	.5 Credit

This course focuses upon developing speaking, verbal and nonverbal communication, and listening skills through individual presentations, group activities, and other projects. The student will gain an understanding of communication theory, including nonverbal and listening patterns in speech, and identify obstacles to organizational communications. The student will improve interpersonal relationships through the understanding of speech communication.

### **WRITTEN COMMUNICATION**

OPEN TO:	Grade 12	ELECTIVE
PREREQUITE:	None	.5 Credit

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

**STRATEGIC READING**

OPEN TO:	Grade 9 - 12	ELECTIVE
PREREQUISITE:	None	1 Credit *

This course is intended to improve a student's vocabulary, critical-thinking and analysis skills, reading rate and comprehension level. This course emphasizes works of fiction and nonfiction (including textbooks). Strategic Reading has a time-management focus, offering strategies for note-taking and for understanding and evaluating the important points of a text.

*\*Strategic Reading does not count toward the subject specific (English) credit requirements toward graduation.*

**WRITING FOR PUBLICATION**

OPEN TO:	Grades 10-12	ELECTIVE (may be repeated.)
PREREQUISITE:	None	1 Credit *

This course is designed to give students practical experience in writing researching, formatting, and layout of the school newspaper and the yearbook. Students will learn and practice basic news writing styles and forms, layout, design, proofreading, advertising business management, photography and learn to use desktop publishing software.

In designing and composing school publications, students will be able to write a news story, feature story, and editorial. Students will learn and study journalism issues, including bias, reliability, opinion, privacy and the First Amendment. Students will learn and practice different journalistic forms and styles, including editing, summarizing and interviewing, in addition to learning contemporary layout and design principles of dominance, balance, unity, variety, and eye appeal. Students will understand and effectively use desktop publishing for layout and design. Students will work as a team and develop the ability to understand ethics and decision making in journalism and publications.

*\*Writing for Publication does not count toward the subject specific (English) credit requirements toward graduation.*

**IB FILM SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	None	1 Credit *

Film is both a powerful communication medium and an art form. The creation, presentation and study of film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.

*\*IB Film does not count toward the subject specific (English) credit requirements toward graduation.*

# Mathematics

*Students should consult with math instructors for placement suggestions.*

## **ALGEBRA/GEOMETRY 1A (MYP 4A)**

## **ALGEBRA/GEOMETRY 1B (MYP 4B)**

OPEN TO: Grade 9-12

ELECTIVE

PREREQUISITE: None

1 Credit

Same content as Algebra/Geometry 1 (see below) but taught over two years.

## **ALGEBRA/GEOMETRY 1 (MYP 4)**

OPEN TO: Grade 9-12

ELECTIVE

PREREQUISITE: None

1 Credit

Math for the International Student 9 is a continuation of the junior high curriculum, and includes the following: the real number system (conceptual process of quantification, properties of rational and irrational numbers, powers, roots and rational exponents), algebra (structure of expressions, create and solve linear equations, inequalities and systems, maxima and minima, solve systems of equations, use coordinates to prove simple theorems), statistics (create and interpret linear, quadratic and exponential models).

*\*Grade 9 students must have earned a B- or better in grade 8 math for both semesters OR have scored proficient or higher on the 8<sup>th</sup> grade WKCE test to enroll.*

## **ALGEBRA/GEOMETRY/STATISTICS (MYP 5)**

OPEN TO: Grades 9 -12

ELECTIVE

PREREQUISITE: None

1 Credit

Math for the International Student 10 is a continuation of the international math series, designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. The course includes the following: number and quantity (rational numbers, accuracy), geometry (parallel, perpendicular Decimals and percentage; Algebraic simplification and expansion; 10 Statistics; Equations; Ratios and rates; Algebraic factorization; Congruence and similarity; Volume and capacity; Trigonometry; Coordinates and lines; Simultaneous linear equations; Probability; Functions, graphs and notation; Geometry; Quadratic and other equations; Finance; Quadratic functions; Transformation geometry; Sine and cosine rules.

## **ALGEBRA/GEOMETRY/PRECALCULUS (MYP 5+)**

OPEN TO: Grades 9 - 12

ELECTIVE

PREREQUISITE: None

1 Credit

Math for the International Student 10+ is a continuation of the international math series for students who anticipate a rigorous study of mathematics. The course includes the following: number and quantity (rational numbers, accuracy), geometry (parallel, perpendicular, triangles, quadrilaterals and regular polygons, congruence, similarity, dilations, transformations in a plane, circle theorems), trigonometry (define and use trig ratios in right triangles, unit circle), model real-world solution (observation, descriptive models, analytic modeling), statistics (standard deviation, area under normal curve, correlation coefficient, linear, quadratic and exponential regression, independence and conditional probability, permutations and combinations, expected values, random variables, expected values and payoffs) and financial math.

**IB MATH SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Algebra/Geometry/Statistics OR Algebra/Geometry/Pre-Calculus	2 Credits (over 2 years)

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way rather than insisting on mathematical rigor. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

A TI-84 Graphing Calculator is required for this course.

**IB MATH STUDIES SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Algebra/Geometry 1 OR Algebra/Geometry/Statistics OR Algebra/Geometry/Pre-Calculus	2 Credits (over 2 years)

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length. Mathematics also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP. (This is an introduction for both DP math courses; moved to introduce the DP section of the math courses.)

This course caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course consists of the study of eight topics:

- Topic 1—Introduction to the graphic display calculator
- Topic 2—Number and algebra
- Topic 3—Sets, logic and probability
- Topic 4—Functions
- Topic 5—Geometry and trigonometry
- Topic 6—Statistics
- Topic 7—Introductory differential calculus

Topic 8—Financial mathematics



**MPTC TECHNICAL MATH 1A**

OPEN TO: Grade 12

PREREQUISITE: Successful Completion of Accuplacer

LECTIVE

5 Credit and

Moraine Park Technical College Credit (3 Cr)

This course examines linear, quadratic and rational equations, graphs functions, rearranges formulas, solves systems of equations, and solves percent and proportion problems.

**MPTC TECHNICAL MATH 1B**

OPEN TO: Grade 12

PREREQUISITE: Successful Completion of Accuplacer

ELECTIVE

.5 Credit and

Moraine Park Technical College Credit (2 Cr)

This course is a continuation of College Technical Mathematics 1A. It includes measurement systems, computational geometry, right and oblique triangle trigonometry, and trigonometric functions on the unit circle.

# Performing Arts

## **BAND**

OPEN TO:	Grades 9-12	ELECTIVE (may be repeated.)
PREREQUISITE:	None	1 Credit

This course offers the instrumental student an opportunity to develop musical and performance skills, social responsibility, as well as providing incentive for active, creative participation in civic and school activities. The band performs as a marching unit, a pep band, and in a concert capacity playing classic band literature as well as contemporary pieces. Band students are required to participate in various performances as scheduled throughout the year. These performances include pep band at various after school sporting events, concert performances, weekend parades, and school assemblies. Students will be expected to attend rehearsals, lessons, and to work individually in the form of home practice. Proficient students will have the opportunity to audition for special regional and statewide music festivals and honor bands throughout the school year. Provisions for inexperienced music students to join the band can be made possible with individual accelerated lessons.

Jazz Band, which is voluntary, is available to band members who want to broaden their musical horizons and experiment with improvising. The Jazz Band rehearses outside regular school hours and performs the big band genre, swing, blues, Latin, and modern jazz compositions. Jazz Band performance opportunities are scheduled throughout the year. Students must be enrolled in Concert Band to enter or participate in the State Solo & Ensemble festival.

*\*This course may be taken every-other-day, alternating with Choir, for 1 total credit.*

## **CHOIR**

OPEN TO:	Grades 9-12	ELECTIVE (may be repeated)
PREREQUISITE:	None	1 Credit

This course covers the study and performance of choral literature representing the various periods and styles, including the development of the concepts of melody, rhythm, texture and form. Students are required to participate in conference, district and state music contests and other public performances as scheduled throughout the year. Individual lessons are also required to develop and encourage each student's talents.

*\*This course may be taken every-other-day, alternating with Band, for 1 total credit.*

## **IB MUSIC SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Concurrent Enrollment in Choir or Band	2 Credits (over 2 years)

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. Music, and all of its associations, may vary considerably from one musical culture to another, yet music may have similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music, students learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Students explore the similarities, differences and links in music from within their own culture and that of others across time. Informed and active musical engagement allows students to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus understanding the world around us and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course provides students with the opportunity to engage in the world of music as lifelong participants.

SL students must choose one of three options: Creating (SLC), Solo performing (SLS), or Group performing (SLG).

# Physical Education

## **PHYSICAL EDUCATION 9 / HEALTH 9**

OPEN TO: Grade 9  
PREREQUISITE: None

REQUIRED  
1 Credit

Physical Education 9 and Health 9 meet every other day throughout the school year. The Physical Education course is designed to meet the physical fitness, health, recreational and social needs of the student. Activities include the fundamentals of sports, games, and fitness, as well as other instruction designed to aid the student's physical development. Cardiovascular activities are required according to the ability of the student. The student is evaluated quarterly on fitness, knowledge (written and oral), written assignments, participation and skills.

The Health 9 course presents relevant, up-to-date information about health issues. The student sets goals to direct action toward healthy decisions and behaviors. The student is challenged to have quality physical, emotional, mental, and social health. The ten major content areas included and recommended by the state are: accident prevention and safety, community health, consumer health, environmental health, family life education, mental and emotional health, nutrition, personal health, prevention and control of disease (including STDs and AIDS), and substance use and abuse..

## **LIFETIME ACTIVITIES 1**

### **Offered 1<sup>st</sup> Semester**

OPEN TO: Grades 10-12  
PREREQUISITE: None

REQUIRED (may be repeated)  
.5 Credit

Students will participate in a wide range of individual sports that can be pursued for a lifetime. This course will include tennis, walking, jogging, archery, biking, pickleball, and table tennis. Students may also be engaged in other activities that promote physical fitness.

## **LIFETIME ACTIVITIES 2**

### **Offered 2<sup>nd</sup> Semester**

OPEN TO: Grades 10-12  
PREREQUISITE: None

REQUIRED (may be repeated)  
.5 Credit

Students will participate in a wide range of individual sports that can be pursued for a lifetime. This course will include badminton, cross country skiing, golfing, fishing, weight lifting, self defense, yoga, meditation, inline skating, and aerobics. Students will also be engaged in other activities that promote physical fitness.

# Science

## **GENERAL SCIENCE**

OPEN TO:	Grades 9	ELECTIVE
PREREQUISITE:	None	.5 Credit

Students will be exploring a variety of science topics through an assortment of laboratory activities. The topics covered are Earth's place in the universe, plate tectonics, earthquakes, volcanoes, the atmosphere, cycles, glaciers, environmental science and engineering skills. This course aims to improve students writing and critical thinking skills through designing and reporting on their own scientific experiments. Changes to the topics covered will be done to fit the needs of the class.

## **BIOLOGY**

OPEN TO:	Grades 9 - 10	ELECTIVE
PREREQUISITE:	None*	1 Credit

Fundamental principles and concepts of biology are presented in this course through lecture, laboratory investigation, projects, and field trips. Students will be encouraged to investigate how the topics in class relate to the world today. Unit topics include the nature of life/scientific investigation, ecology, cells, genetics, evolution, microorganisms, plants, and animals, including an introduction to human body systems as a precursor of DP Biology.

*\*Grade 9 students must have earned a B- or better in grade 8 science for both semesters or have scored proficient or higher on the 8<sup>th</sup> grade WKCE test to enroll*

## **CHEMISTRY**

OPEN TO:	Grades 10 - 12	ELECTIVE
PREREQUISITE:	Biology	.5 Credit

This course investigates the nature and properties of matter as well as the relationship between matter and energy using lectures and laboratory experiences. Topics discussed include scientific measurement, the atom, periodic table, naming compounds, and stoichiometry. This class will prepare students to take Diploma Program Chemistry SL or HL.

## **PHYSICS**

OPEN TO:	Grades 10 - 12	ELECTIVE
PREREQUISITE:	Biology	.5 Credit

This introductory class will expose students to the basic skills needed for further study of physics. The units of study are motion, force, energy, electricity, magnetism, and thermodynamics. Students will be using labs to show the theoretical concepts discussed and studied during class. It will prepare students to take Diploma Program Physics SL or HL. Algebraic problem solving and critical thinking skills are heavily emphasized during this course.

## **IB BIOLOGY SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Biology, Chemistry; Physics	2 Credits (over 2 years)

This is a two-year course which naturally follows (Intro to?) Biology that prepares students to take the Biology SL or HL IB examination. Seventy-five percent of this course will be lecture, discussion, and group work in theoretical biology including topics of cells, chemistry of life including nucleic acids and proteins, genetics, human health and physiology, ecology and evolution, cell respiration and photosynthesis, and plants. Twenty-five percent of the course will be practical work including individual experiments and lab reports as well as the IB Group 4 project (done at the beginning of senior year). Students will be assessed on knowledge of biological facts and concepts as well as skills on lab work.

**IB CHEMISTRY SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Biology, Chemistry; Physics	2 Credits (over 2 years)

This is a two-year course that prepares students to take the Chemistry SL or HL IB examination. As a laboratory class, students will be conducting experiments to validate theoretical concepts. Several formal lab reports will be written to show the laboratory skills of the student. Eighty percent of the class time will be spent learning and discussing matter and energy, quantitative chemistry, atomic theory, the periodic table, energetics, the gas laws, kinetic theory, acids and bases, oxidation-reduction, organic chemistry and two optional topics.

**IB ENVIRONMENTAL SYSTEMS AND SOCIETY SL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Biology, Chemistry; Physics US History, World History	1 Credit

As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study a transdisciplinary course such as this as part of the diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The approach is conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

**IB PHYSICS SL**

OPEN TO:	Grades 11 - 12	ELECTIVE
PREREQUISITE:	Biology; Chemistry; Physics	2 Credits (over 2 years)

This is a two-year course that prepares students to take the Physics SL or HL IB examination. As a laboratory class, students will be conducting experiments to validate theoretical concepts. Several formal lab reports will be written to show the laboratory skills of the student. Eighty percent of the class time will be spent learning and discussing physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power, climate change, motion in fields, thermodynamics, wave phenomena, electromagnetic induction, quantum and nuclear physics, digital technology and two optional topics. Algebraic problem solving and critical thinking skills are heavily emphasized during this course.

**PLTW PRINCIPLES OF ENGINEERING**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	1 Credit

In this course, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation through problems that engage and challenge. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

# Social Studies

## **MODERN U.S. HISTORY**

**\*Offered 1<sup>st</sup> Semester**

OPEN TO:

Grade 9

REQUIRED

PREREQUISITE:

None

.5 Credit

U.S. History traces the political, military, and social development of our country from Reconstruction (1877) to the present. Emphasis is on the cause and effect relationship between periods of history. Units include business growth, settlement of the West, immigration, overseas expansion, World War I, the Great Depression, World War II, the Korean and Cold Wars, the Civil Rights movement, Vietnam and the 1960's, and recent historical developments.

## **ANCIENT WORLD HISTORY**

**\*Offered 2<sup>nd</sup> Semester**

OPEN TO:

Grade 9

REQUIRED

PREREQUISITE:

None

.5 Credit

Ancient World History will trace the development of early humans and early civilizations around the world. From the study of the Middle Ages, the Renaissance, and the Reformation, students are shown how modern nations evolved to their present form.

## **MODERN WORLD HISTORY**

**\*Offered 1st Semester**

OPEN TO:

Grade 10

REQUIRED

PREREQUISITE:

None

.5 Credit

The study of the Industrial Revolution, social protest, and the rise of mass society will precede an in-depth look at both world wars. Major trends and developments in the world, from 1945 to the present are also examined. The objective is to show the relation of other nations and their histories to present day America.

Modern World History will also explore several areas of the world and includes the examination of international current events as an integral part of the course. Students are encouraged to understand the importance of cultural perspectives, historical background and geography in areas studied, as well as economic, political and social factors that impact history. Awareness of contemporary relationships in the global community, international interdependence and a global perspective allows students to appreciate the benefits of a multicultural world.

## **AMERICAN GOVERNMENT**

**\*Offered 2<sup>nd</sup> Semester**

OPEN TO:

Grade 10

REQUIRED

PREREQUISITE:

None

.5 Credit

American Government is a semester course which concentrates on the varied political government processes in the United States at the national, state and local levels. The course examines the origins of government and comparative governments. The organization, structure, and functions of the executive, legislative, and judicial branches are studied.

Emphasis is placed on the importance of showing how the individual can work effectively within the system for change. Focus is also given to an evaluation of constitutional rights. The election process and voter behavior are also considered, as is the historical development of the Constitution and civil rights. Building of political vocabulary is stressed.

## **LEADERSHIP DEVELOPMENT 1/2**

OPEN TO: Grades 9-12  
PREREQUISITE: None

ELECTIVE  
.5 Credit\*

This course is designed to prepare the student for a variety of leadership roles in school, career and community. The student will participate in three kinds of leadership training activities: social skills training (sharing, cooperating, resolving conflicts, and setting priorities), technical skills training (creative problem solving, debating, parliamentary procedures, understanding group dynamics, building consensus, and giving feedback), and knowledge development (leadership styles, moral education, and organizational theory).

*\*Leadership does not count toward the subject specific (Social Studies) credit requirements toward graduation.*

## **IB ECONOMICS SL**

OPEN TO: Grades 11 - 12  
PREREQUISITE: None

ELECTIVE  
1 Credit

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

In five main units, students will examine and debate the four course themes: the extent to which governments should intervene in the allocation of resources, the threat to sustainability as a result of the current patterns of resource allocation, the extent to which the goal of economic efficiency may conflict with the goal of equity, and the distinction between economic growth and economic development.

## **IB HISTORY SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO: Grades 11 or 12  
PREREQUISITE: US History, World History

ELECTIVE  
2 Credits (over 2 years)

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics from the main developments in 20th century world history. At HL students select from a range of optional syllabuses that cover a wider time span encouraging in-depth study.

The Diploma Programme history course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

## **IB PSYCHOLOGY SL**

OPEN TO: Grades 11 - 12  
PREREQUISITE: None

ELECTIVE  
1 Credit

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

## **IB SOCIAL & CULTURAL ANTHROPOLOGY SL**

OPEN TO: Grades 11 - 12  
PREREQUISITE: None

ELECTIVE  
1 Credit

Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology place special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional and global contexts.

The course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding, which embodies the essence of an IB education. Anthropology fosters the development of citizens who are globally aware and ethically sensitive.

Units include the definition of anthropology; social and cultural organization; societies and cultures in contact; kinship as an organizing principle; political organization; economic organization and the environment; systems of knowledge; belief systems and practices; moral systems.

## **IB TOK (THEORY OF KNOWLEDGE)**

**\*Offered 2<sup>nd</sup> Semester (Gr 11); Offered 1<sup>st</sup> Semester (Gr 12).**

OPEN TO: Grades 11 - 12  
PREREQUISITE: NONE

REQUIRED FOR IB DIPLOMA  
1 Credit

The Theory of Knowledge (TOK) course is one of the Diploma Programme requirements. It is an interdisciplinary course in which the student compares his or her knowledge in the core subjects (such as math, science social studies and English) and is encouraged to examine and appreciate other intellectual, cultural and social perspectives.

Although it is taught as a class, TOK is essentially a personal journey of self-examination. TOK gives students the opportunity to reflect on what they have learned- what they know- but also to consider knowledge issues such as: What does it mean to know? What is knowledge of something? What are the limits of knowledge? Who owns knowledge? What is its value? In asking these questions, students will examine the ways they acquire knowledge- through emotion, perception, language and reason- and study the effects of both the limitations and powers of these ways of knowing on their knowledge and beliefs in their areas of knowledge: math, natural sciences, human sciences, ethics, history and the arts.

The aims of the TOK course are to develop an awareness of how knowledge is constructed, evaluated, renewed and used by individuals and communities, and an awareness of personal and ideological assumptions. TOK is directly correlated with the 21<sup>ST</sup> Century "Learning Skills" of "Critical Thinking and Problem Solving." The objectives of TOK include critically analyzing knowledge claims, their assumptions and implications, generating questions, hypotheses, and possible solutions, demonstrating knowledge of other perspective of their areas of knowledge and comparing approaches to knowledge.



# Technology & Engineering

## **GRAPHIC DESIGN**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

Through this course, students will learn the fundamentals of graphic design including the use of computer software, photo and video editing, shirt designs, and sticker designs. Students will learn the skill set used in leading industry today.

## **MARINE TECHNOLOGY**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

Most aspects of the boating and marine industry will be incorporated into this hands-on course. Topics may include boating careers, seamanship and safety, propulsion and general maintenance, hull design, wood maintenance and repair, and marine electronics. Upon completion of this course students will have skills and knowledge to perform waterway activities in a safe manner and be prepared for employment at a marina.

## **METALS**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

This course introduces students to the materials, machines and processes used in metal working. Students will develop technical skills in using hand tools, portable power tools, and stationary machinery. Students will also learn terminology and safety regulations used in industry and construct consumer products for practical development of skills in cutting, joinery, assembling and finishing. Students will also be given the opportunity to utilize skills in creating works of metal art.

## **PHOTOSHOP**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	.5 Credit

Through this course, students will learn the fundamentals of photography as well as utilizing tools via computer software to touch up, crop, edit, and fix photographs. Students will learn the skill set used in leading industry today.

## **PLTW INTRODUCTION TO ENGINEERING DESIGN**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	1 Credit

In this course, students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

## **WOODS**

OPEN TO:	Grade 9 – 12	ELECTIVE
PREREQUISITE:	None	1 Credit

This course introduces students to the materials, machines and processes used in wood working. Students will develop technical skills in using hand tools, portable power tools, and stationary machinery. Students will also learn terminology and safety regulations used in industry and construct consumer products for practical development of skills in cutting, joinery, assembling and finishing. Students will also be given the opportunity to utilize management and business skills in creating products

# World Languages

## **FRENCH 1**

OPEN TO:	Grades 9-12	ELECTIVE
PREREQUISITE:	None	1 Credit

The student will be introduced to reading, writing, speaking and understanding French. Vocabulary covered includes greetings, simple conversational phrases, pastimes, likes/dislikes, food, and family. The student will also learn basic grammar rules and verbs in the present tense. Students will also investigate the language and culture through individual and group projects.

High school students who wish to begin French will take French 1 with the 8th grade class.

## **FRENCH 2**

OPEN TO:	Grades 9 -12	ELECTIVE
PREREQUISITE:	French 1	1 Credit

The French 2 student will expand vocabulary, strengthen grammar base, and extend reading, listening, and speaking skills. Vocabulary includes describing people and places, food, shopping, expressing opinions, giving directions, and making plans. Grammar and vocabulary study includes a review of French I. New grammar includes past tense of regular and irregular verbs, reflexive verbs, direct and indirect pronouns, and relative pronouns. Aural and oral proficiency is developed through the use of the video program, CDs, classroom listening, and exercises including skits, interviews, oral presentations, and culture projects. Writing skills are expanded through workbook and textbook exercises.

## **FRENCH 3**

OPEN TO:	Grades 10-12	ELECTIVE
PREREQUISITE:	French 2	1 Credit

The purpose of French 3 is to expand on grammar and vocabulary presented in previous years in order to increase language proficiency. French 3 grammar reviews the present and past tense. Imperfect, future, conditional, and subjunctive are introduced. New vocabulary includes expressing enthusiasm and boredom, giving and asking directions, asking permission, household chores, clothing, and making arrangements. Writing ability is developed through workbook exercises and projects. Culture is included in each chapter. Text: Allez-Viens! Level III.

## **IB FRENCH SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	French 1, French 2	2 Credits (over 2 years)*

IB French SL year 1 and 2 is a continuation of all the skills presented in the previous years of French studies. Following the IB Diploma Programme themes, students are expected to read, write, and speak in the target language at all times. Through a variety of interactive activities, students continue to improve their grammar, reading comprehension, and build vocabulary and fluency in the language. Some of the themes that are explored consist of: media, environment, social relationships, hobbies and leisure time, cultural identity, new technologies, and health. Students are assessed on a regular basis through writing assignments, skits/debates, formal and informal conversation, and grammar and vocabulary quizzes. A variety of text types are studied from book and online sources, as well as the IB text book.

(In general, students take French B at the SL level. If a student is interested in testing at the HL level, they must first get approval from the teacher before registering for this test.)

### CONCURRENT ENROLLMENT OPPORTUNITY THROUGH UW Fond du Lac:

\*All students who take IB French Year 2 are eligible for concurrent enrollment through UW Fond du Lac. Students will receive an official college transcript with their Green Lake grade serving as their college transcript grade. Students will receive 4 hours of college credit that are equivalent to 3rd semester college French in the UW system. Students who receive a B or higher will also receive 8 retroactive credits, at no additional cost, thus receiving 12 credit hours total. The cost for this program is \$400, significantly lower than regular college tuition.

**SPANISH 1**

OPEN TO:	Grades 9-12	ELECTIVE
PREREQUISITE:	None	1 Credit

This course is an introduction that involves understanding the spoken language, speaking, reading, and writing. The student will learn to understand and express ideas in telling and asking names, greeting people, referring to family members and other people, telling age and origin, describing people and objects, ordering food in a restaurant, having a telephone conversation, describing school life, and telling time. Other vocabulary includes numbers to one hundred, colors, clothing, table setting, classroom and school words, weather, days of the week, months, seasons, and animals. Students will explore cultural aspects of life in Spain, Mexico and other Spanish-speaking countries through the use of video tape, music, audio tapes, filmstrips, and written materials.

High school students who wish to begin Spanish will take Spanish 1 with the 8th grade class.

**SPANISH 2**

OPEN TO:	Grades 9 -12	ELECTIVE
PREREQUISITE:	Spanish 1	1 Credit

This course is a continuation of Spanish 1 with increased emphasis on speaking skills. Students will learn vocabulary involving personal relationships, household items, food, travel and tourism, health and hygiene, and nature. Students will also learn to describe events in the past, work with prepositional phrases, and begin to use the future tense. The study of Hispanic culture is continued through the use of videotapes, music, and written materials.

**SPANISH 3**

OPEN TO:	Grades 10 -12	ELECTIVE
PREREQUISITE:	Spanish 2	1 Credit

This course is a continuation of Spanish 2 with an increased emphasis on speaking. Vocabulary will include clothing, government, neighborhoods, and descriptive adjectives. After reviewing verb tenses from Spanish 1 and 2, students will continue working with the future, conditional, and subjunctive tenses. Content will be supplemented by short readings, writing activities, and conversation. Cultural awareness is further developed through literature, videotapes, and music. Presentations and discussions are presented primarily in the Spanish language.

**IB SPANISH SL, HL (IB DIPLOMA PROGRAM)**

OPEN TO:	Grades 11 & 12	ELECTIVE
PREREQUISITE:	Spanish 1, Spanish 2	2 Credits (over 2 years)

IB Spanish SL year 1 and 2 is a continuation of all the skills presented in the previous years of Spanish studies. Following the IB Diploma Programme themes, students are expected to read, write, and speak in the target language at all times. Through a variety of interactive activities, students continue to improve their grammar, reading comprehension, and build vocabulary and fluency in the language. Some of the themes that are explored consist of: media, environment, social relationships, hobbies and leisure time, cultural identity, new technologies, and health. Students are assessed on a regular basis through writing assignments, skits/debates, formal and informal conversation, and grammar and vocabulary quizzes. A variety of text types are studied from book and online sources, as well as the IB text book.

(In general, students take Spanish B at the SL level. If a student is interested in testing at the HL level, they must first get approval from the teacher before registering for this test.)

# APPENDIX A

## The International Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma Programme is a challenging two-year program offered in grades 11 and 12 which provides highly motivated, college-bound students with the opportunity to pursue a comprehensive curriculum that is internationally recognized for its excellence. It leads to a qualification that is widely recognized by the world's leading colleges and universities.

*IB is well known to us for excellent preparations. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.*

*--Marilyn McGrath Lewis, Director of Undergraduate Admission Harvard University*

*Send us prepared students à la IB...It is the "best" high school prep curriculum an American school can offer.*

*-- Marilee Jones, Director of Undergraduate Admission, Massachusetts Institute of Technology*

*Students seeking the finest [high school] preparation available for an American college should consider the International Baccalaureate. The IB offers an integrated curriculum that provides students with the skill needed to be world-class scholars and an educational philosophy that prepares them to be first-class citizens. I do not know of a more comprehensive and appropriate learning model.*

*— Jim Crowder, Director of Admissions, Macalester College*

The goal of IB is to provide students with opportunities that will enable them to make wise choices and be successful in the global community. The program focuses on teaching students critical thinking and the importance of actively participating in their community. Course requirements for the IB Programme are developed to meet entrance requirements of the most respected universities around the world and include advanced courses in literature, English, second languages, history, sciences, mathematics, and fine arts.

**Students in grade 10, will be invited to apply for the IB program before and at the same time they register for their junior classes. The earlier a student knows they will pursue the full IB diploma, the smoother planning may go.**

### **Why Participate in the International Baccalaureate Diploma Programme?**

- IB encourages students to set and achieve ambitious goals.
- IB enables students to compete effectively in an international arena.
- IB provides a challenging curriculum to prepare students for success at prestigious universities.
- IB presents a course of study that allows students to apply their knowledge to real-life situations.
- IB facilitates the acquisition of time management and organizational skills.
- IB fosters active participation in community service.

### **Profile of an IB Diploma Programme Graduate**

- Highly motivated
- Actively enjoys learning
- Well-rounded
- Communicates effectively
- Committed to community service
- College-bound

### **The IB Diploma Candidate**

To earn an IB diploma, a student must successfully complete:

- Six course-specific examinations
- Theory of Knowledge course (TOK)  
IB teaches students how to learn, analyze, think critically and present rational arguments.
- Creativity, Action, Service (CAS)  
IB students must complete approximately 150 hours of creativity, action and service in their community.
- Extended Essay  
IB students must write a 4,000 word research-based essay on a subject of his/her choice.

### **The IB Student**

Students who wish to take one or more IB courses but not attempt an IB Diploma may do so as long as the prerequisite courses have been completed.

### **Open Admission**

Admission to the IB Diploma Programme is open to all students who successfully complete the following courses by the end of 10<sup>th</sup> grade:

- English: English 9, English 10
- Foreign Language: Spanish 2 or French 2
- History: US History, American Government, World History 1A
- Science: Biology and Chemistry
- Math: Algebra/Geom/Stat or Algebra/Geometry/Pre-Calculus

### **How are students assessed?**

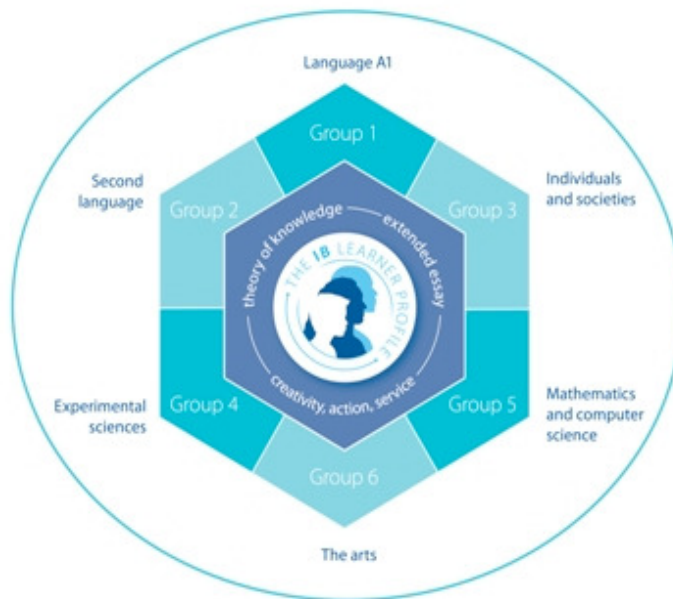
At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

- **Internal Assessment**  
In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.
- **External Assessment**  
Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A1, written tasks for language A2, essays for theory of knowledge and extended essays. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.
- **Grading System**  
The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

# DIPLOMA PROGRAM COURSES

## Programme Model

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies that meets the needs of highly motivated secondary school students. The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



## INTERNATIONAL BACCALAUREATE COURSES

### Group 1 Language A1

English: World Literature SL, HL

### Group 2 Second Language

French SL, HL

Spanish SL, HL

### Group 3 Individuals and Societies

Economics SL

History of the Americas SL, HL

Psychology SL

Social & Cultural Anthropology SL

### Group 4 Experimental Sciences

Biology SL, HL

Chemistry SL, HL

Physics SL

Environmental Systems & Society, SL

### Group 5 Mathematics/Computer Science

Math Studies SL

Math SL

ITGS: Information Technology in a Global Society SL

### Group 6 The Arts

Film SL

Music SL

Visual Arts SL/HL

### Core Elements

CAS (Creativity, Action, Service)

TOK (Theory of Knowledge)

EE (Extended Essay)