

**School District of Mellen  
High School  
Course Description Handbook**

**2024-2025**



Board Approved: January 24, 2024

### **OUR MISSION:**

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.

### **OUR VISION:**

To thrive as a public school to promote education, embrace community involvement and maximize available resources.

### **OUR BELIEFS:**

- Equip students to succeed in critical thinking, technological knowledge, and other 21st Century Skills after graduation.
- Recognize that students learn with individual styles.
- All students deserve a high quality and diversified education.
- We believe the District should seek and develop creative funding.

### **School + Community = Success**

#### **Statement on Diversity, Inclusion and Equity**

The Mellen School District honors the uniqueness of each individual and embraces diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for a global society.

The best education occurs in a school composed of students, teachers, and families drawn from diverse socio-economic backgrounds, cultures, races, religions, and sexual orientations.

A diverse school alone is not enough. We seek to build on this commitment by striving to create a truly inclusive school: one where all students are welcomed and supported.

The Mellen School District is committed to providing every student an equal opportunity to participate and thrive in the academic, extra-curricular and co-curricular programs.

The Mellen School District believes that excellence for all students can be achieved by:

- Assuring that all Mellen School District staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.
- We implement programs and practices that allow equitable access and enable all students to thrive academically, athletically, physically, socially, and emotionally.
- Providing all Mellen students with access to resources, opportunities, support, and interventions that maximize academic success and promotes social emotional growth.
- Identifying and removing barriers in our current policies, procedures, systems, or practices that limit opportunities for students.
- We teach and practice responsibility towards and engagement in our school, our community and the world.
- Ensuring every individual in the Mellen School District community is in a respectful environment, where hate speech is not tolerated and all forms of diversity are accepted.

#### **Contact Information:**

Rhonda Friemoth, Superintendent  
Mellen School District  
(715) 274-3601 ext 410

### **Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Equal Education Opportunity/Anti-Harassment (Policy 2260)**

It is the policy of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability or other protected characteristics as well as place of residence within District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents/legal guardians who have questions should contact Mrs. Heidi Stricker, Principal at extension 402.

Any person who believes that the Mellen School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Mrs. Heidi Stricker, Principal  
(715) 274-3601 ext 402  
420 South Main Street  
[hstricker@mellendiggers.org](mailto:hstricker@mellendiggers.org)

The complaint procedure is described in Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, and on Form 2260F8 and on Form 2260.01B. The policy and forms are available in the District office.

The complaint will be investigated, and a written acknowledgement given to the complainant as-soon-as-possible or will be given within forty-five (45) days of receipt of a written complaint. The determination of the complaint within ninety (90) days, unless the parties agree to an extension, or unless the complaint is within the procedures of Chapter 115 of the Wisconsin Statutes governing exceptional

educational needs. Education Department General Administrative Regulations, commonly called EDGAR complaints, shall be referred directly to the State Superintendent.

The School District of Mellen is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students and/or staff.

Harassment means behavior toward a student or group of students based, in whole or in part, on the their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under State, Federal or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

### **TITLE IX REGULATIONS (Policy 2266)**

The Board of the Mellen School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinators are:

Heidi Stricker, Principal  
715-274-3601 ext. 402  
420 S. Main Street  
Mellen, WI 54546

[hstricker@mellendiggers.org](mailto:hstricker@mellendiggers.org)

Corey Lake, Assistant Principal  
715-274-3601 Ext. 228  
420 S. Main Street  
Mellen, WI 54546

[clake@mellendiggers.org](mailto:clake@mellendiggers.org)

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in **Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities**, which is available on the District's web page or by requesting a copy from the District office. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

### **Section 504/ADA Prohibition Against Disability Discrimination**

The Board prohibits discrimination against any student based upon his/her disability. As such, the Board will not engage in practices or adopt policies that discriminate on the basis of disability. The District's Section 504 Compliance Officer is Administration. This person is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District Compliance Officer. For more information see **Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability**.

### **Anti-Harassment**

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the District or District transportation.

Harassment consists of unwelcome conduct, whether verbal, physical, visual, or of sexual nature that is based on a person's protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, (Including transgender status, change of sex, or gender identity), arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, employee-to-student, woman or a man, and the victim and harasser can be the same sex.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

For additional information, please refer to Policy 5517 and the Student Handbook.

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## GENERAL INFORMATION

### **INDICATORS OF STUDENT SUCCESS:**

1. Students will perform at or above grade level and graduate ready for their post-secondary goal.
2. Students will make measurable progress in all academic areas each year.
3. Students will be engaged in all academic areas each year.
4. Students will be engaged in school activities and value learning.
5. All student groups will have equal access to achievement.

### **Message to Students:**

*The Course Description Handbook has been designed to assist you in planning for your next year's school program. Review carefully the course requirements for graduation; examine, as well as, your interest and future plans; and then select courses that will contribute to the realization of those plans. Time devoted to careful planning and course selection will be time well spent.*

### **Student Scheduling and Class Change Procedure**

1. Please remember to choose your courses carefully. When selecting courses, students should pick classes that challenge their abilities, prepare them for their future, and meet their interests. Students should refrain from selecting courses just to be in the same class as their friends. This serves no useful purpose as the course may be above or below the student's ability and may lead to classroom discipline problems. The counselor will review all the schedules and identify any problems. If there are any problems, the student will meet with the counselor to solve the problem and finalize the schedule.
2. If a schedule change is needed, students will complete and submit the [Schedule Change Form](#). Schedule adjustments will ONLY BE ALLOWED within the FIRST FIVE DAYS of each term and must meet the criteria on the drop/add form. Students should make appointments with the counselor during the following times: before school, Digger Time, lunch, 8th hour after SSR, and after school. Students will not be allowed to leave a class to make changes. Schedule changes require parent involvement as well.
3. Parents are encouraged to be a part of the scheduling process with their students. Parents will receive copies of students' proposed schedules and will be required to acknowledge receipt. In addition, parents will be required to sign Schedule Change Forms.

## MELLEN HIGH SCHOOL SCHEDULE CHANGE FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\*Schedule changes can be made for the following reasons if class sizes allow for the change. Schedules will be reviewed after you have turned in your schedule change form with parent signature. You will be notified once it has been reviewed. **Schedule changes must occur prior to or within the first 5 days of a new semester.** Schedule changes after the first 5 days of a semester will only be accepted if they are part of an IEP or if the student is at-risk.

| Period | Current Class | Requested Class | Reason for the schedule change:   | Teacher Signatures Acknowledging Request (from current and requested classes) |
|--------|---------------|-----------------|---|---|
|        |               |                 | <input type="checkbox"/> To meet graduation requirements<br><input type="checkbox"/> You failed a course and need to get it into your schedule<br><input type="checkbox"/> Did not meet prerequisite for course<br><input type="checkbox"/> To improve the rigor of your course selection<br><input type="checkbox"/> Computer error in your schedule<br><input type="checkbox"/> Make adjustments for ECCP/SCN/WBL schedules<br><input type="checkbox"/> Lack of foundational skills |   |
|        |               |                 | <input type="checkbox"/> To meet graduation requirements<br><input type="checkbox"/> You failed a course and need to get it into your schedule<br><input type="checkbox"/> Did not meet prerequisite for course<br><input type="checkbox"/> To improve the rigor of your course selection<br><input type="checkbox"/> Computer error in your schedule<br><input type="checkbox"/> Make adjustments for ECCP/SCN/WBL schedules<br><input type="checkbox"/> Lack of foundational skills |   |

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Counselor Signature)

\_\_\_\_\_  
(Date)

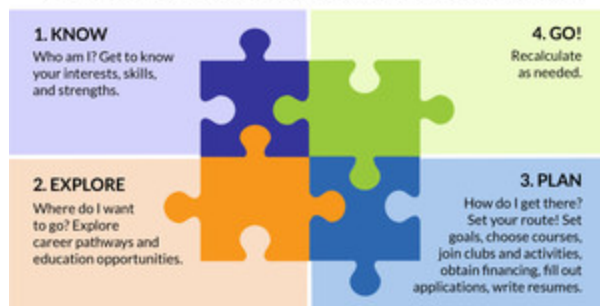
\_\_\_\_\_  
(Principal Signature)

\_\_\_\_\_  
(Date)



# Academic and Career Planning at Mellen High School

## 4 Stages to Successful Academic and Career Planning (ACP)



At Mellen High School, we believe it is essential that our students are college and career ready by the time they graduate. In order to accomplish this goal, it is important that students have a sense of who they are, what they want to do, and know how to reach their academic and career goals.

With Academic and Career Planning (ACP), students will develop the tools needed to reach these goals. Students have access to the Mellen High School ACP website which gives benchmarks for progress each year guiding them to a completed portfolio senior year. Know, Explore, Plan, Go!

Starting with the Class of 2024, all Mellen High School students will complete an electronic portfolio and Student-Led Conferences as a part of their graduation requirements. Upon successful completion of the portfolio each student will receive 1 credit toward graduation (.25 each high school year). The purpose of this requirement is to encourage students to complete and showcase quality academic work, illustrate their growth as a learner, discover their strengths, set meaningful achievement goals, and understand the relationship between academic achievement in high school and postsecondary career and educational opportunities. The goal of the program is to produce responsible Mellen High School graduates who will begin their adult life with the knowledge, skills, and motivation to build a career for lifelong success.

Students have structured time set aside (Digger Time) in which class advisors guide them in a career development and discovery process while helping each student build their own unique portfolio cataloging their coursework, activities and experiences in high school. During this time, students learn how to add artifacts and reflections of these experiences while they work on a particular set of objectives each year to help them become college and career ready upon graduation from MHS. A P/F grade will be entered in PowerSchool at the end of each high school year to record completion of the assigned portfolio work and Student-Led Conference. Upon completion, students will receive .25 credit each year.

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

student-led conferences, weekly career and academic mentoring, we are preparing all MHS students for a promising future.

At the end of their senior year, each student will be encouraged to present their portfolio to a panel consisting of community members, board members, and local businesses.

### Academic and Career Planning Portfolio and Artifacts

Students will use an online tool called Xello to take interest and skills inventories, explore post-secondary options, and store their ACP artifacts. The advantage of using this platform is that it allows students to access their ACP information wherever they have internet access and they will update this information from year-to-year. Students are expected to share this information with their counselor, advisor, and parents. As a parent, you are an important part of the ACP process. We recommend that you have ongoing discussions with your child about their personal, academic and post-secondary goals. Parents are also able to monitor their child's progress in Xello and view their portfolio artifacts via the Xello Parent Portal.

If you have any questions about the Mellen High School Portfolio, please contact Mrs. Stricker, PK-12 Principal.

### Phase-In Schedule for ACP Credit

Class of 2024 graduation requirements: 26.25

- Complete Xello work and present at Student-Led Conferences
- Earn .25 ACP Credit

Class of 2025 graduation requirements: 26.50

- Complete Xello work and present at Student-Led Conferences in 11th and 12th grades
- Earn .25 ACP Credit each year, totaling .50

Class of 2026 graduation requirements: 26.75

- Complete Xello work and present at Student-Led Conferences in 10th, 11th and 12th grades
- Earn .25 ACP Credit each year, totaling .75

Class of 2027 and beyond graduation requirements: 27

- Complete Xello work and present at Student-Led Conferences in 9th, 10th, 11th and 12th grades
- Earn .25 ACP Credit each year, totaling 1 credit

## Graduation Requirements

All students, starting with the Class of 2027, will be required to obtain 27\* credits to be eligible to graduate from Mellen High School. In order to take part in graduation ceremonies, students must have met all graduation requirements.

Credits may be gained by taking or retaking school courses or pre-approved credits from a college, university or technical school.

### **Credits Required for Graduation**

- English: 4 credits
  - Literature & Composition and American Literature (previously Global Perspectives)
- Mathematics: 4 credits
  - Algebra I and Geometry
- Social Studies: 3 credits
  - World Geography (.5), Civics (.5), Modern U.S. History, and Particular Topics in Sociology
- Science: 3 credits
  - Biology and Physical Science
- Physical, Health, and Safety Education: 2 credits
  - Physical Education (1.5)
  - Health (.5)
- Business and Marketing Education: 1 credit
  - Consumer Economics/Personal Finance/Business Communications
- Electives: 9 credits
- \*ACP Portfolio 1 credit (see phase-in schedule on page 7)

### **Civics Exam Graduation Requirement** <https://dpi.wi.gov/social-studies/laws/civics>

Wisconsin statute requires that any students graduating from a Wisconsin high school (starting with the class of 2017) "takes a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions" (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R).

## **AVAILABLE PROGRAMS AT MELLEN HIGH SCHOOL**

### **Early College Credit Program (ECCP)** <https://dpi.wi.gov/dual-enrollment/eccp>

The Early College Credit Program allows 9th - 12th grade students the opportunity to enroll in classes at Wisconsin colleges and universities. All ECCP candidates and their parents are encouraged to meet with the counselor well before the application deadline. Students may access a maximum of 18 post-secondary credits through a combination of this and other programs. Transportation is not provided.

Under ECCP, a student who successfully completes a course will not have to pay for the college credit(s) if Administration determines the course qualifies for high school credit and is not comparable to a course offered by the Mellen High School. Approved courses can count toward high school graduation as well as college credit. The application deadlines for ECCP are: **October 1st for the Spring semester and March 1st for the Fall semester.**

### **Start College Now (SCN)** <https://dpi.wi.gov/dual-enrollment/start-college-now>

The Start College Now program allows 11th & 12th grade students the opportunity to enroll in courses at Wisconsin Technical Colleges. All technical college course candidates and their parents are encouraged to meet with the counselor well before the application deadline. Students may access a maximum of 18 post-secondary credits through a combination of this and other programs. Transportation is not provided.

Under SCN, a student who successfully completes a course will not have to pay for the college credit(s) if the Administration determines the course qualifies for high school credit and is not comparable to a course offered by the Mellen High School. Approved courses can count toward high school graduation as well as college credit. The application deadlines for SCN are: **October 1st for the Spring semester and March 1st for the Fall semester.** [Instructions](#) for **SCN** are accessible through this link and available in the guidance office.

NOTES regarding ECCP and SCN:

Grades earned in college courses are included in a student's graduating grade point average.

**If a student fails a course under ECCP or SCN, the district must be reimbursed for the cost of the course by the parent/legal guardian.**

Mellen grants high school credit as follows for college level courses through ECCP and SCN:

|           |   |             |
|-----------|---|-------------|
| 1 Credit  | = | .25 Credits |
| 2 Credits | = | .50 Credits |
| 3 Credits | = | .75 Credits |
| 4 Credits | = | 1.00 Credit |

## **Work Based Learning Experience** <https://dpi.wi.gov/cte/career-development/work-based>

“The mission of Wisconsin K-12 education is to prepare all graduates to be college & career ready. Connecting coursework to career interests at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action in the workplace, and informs the student about their career interest.

Different from a regular after-school job, work-based learning programs are school supervised experiences. These programs vary greatly; however it is highly recommended that all students connect to career exploration through at least one offering.”

Students interested in pursuing a Work Based Learning experience (WBL) should meet with the WBL Coordinator to start the process as explained in the Work Based Learning Manual. Students will need to complete and submit the forms in the [Work Based Learning Manual - Forms](#) document prior to the start of a semester or no later than the 5 day add/drop window to be considered for WBL.

## **Youth Apprenticeship Program**

The Youth Apprenticeship Program is a dynamic educational initiative designed to provide high school students with hands-on, real-world learning experiences in various career pathways. This program offers students the opportunity to integrate classroom learning with practical work experience, fostering personal and professional growth while preparing them for future careers.

### **Program Components:**

- **Work-Based Learning:** The core of the Youth Apprenticeship Program is work-based learning. Students engage in on-the-job training with experienced professionals and mentors within their chosen industry. Apprentices are required to complete 450 hours of work-based learning for a one-year program and 900 hours for a two-year program mapped to one of [75 different apprenticeships](#) with On the Job Learning Guides falling under [13 different career pathways](#).
- **Mentorship:** Each student is paired with a mentor or supervisor who guides and evaluates their progress throughout the apprenticeship. Mentors provide valuable insights, feedback, and support to help students succeed in their chosen field.
- **Related Classroom Instruction** Students receive related classroom instruction equivalent to two semester courses or one full-year course while enrolled in Youth Apprenticeship (YA). This instruction covers essential theoretical knowledge, industry-specific concepts, and relevant skills.

### **Program Goals:**

- Develop practical skills and knowledge related to the chosen career pathway.
- Gain a deep understanding of industry-specific practices and standards.
- Acquire valuable workplace skills, including communication, teamwork, and problem-solving.
- Build a professional network and establish industry connections.
- Prepare for post-secondary education, including opportunities for dual credit.
- Enhance employability and career readiness.

### **Program Duration:**

- **Level One** - A youth apprenticeship consisting of one year of employment (at least 450 hours) and related instruction (at least two semester-long courses) which can be completed during the junior or senior year of high school.
- **Level Two** - A youth apprenticeship consisting of two years of employment (at least 900 hours) and related instruction (at least four semester-long courses) which takes place during the apprentice's junior and senior years of high school.

### **Credit Hours:**

The Youth Apprenticeship Program typically spans one or two academic years, depending on the pathway and local program requirements. Students may earn both high school credits and, in some cases, college credits through dual enrollment opportunities. More info is available here for, [Technical college](#) credit, [UW College](#) credit and may count towards [adult registered apprenticeship credit](#).

## **POST-SECONDARY ADMISSION REQUIREMENTS**

### **UNIVERSITY OF WISCONSIN SYSTEM REQUIREMENTS**

Preparing to attend a four-year college or university is a serious task that deserves total effort on your part. Many universities are becoming increasingly selective in accepting students, so taking the right courses in high school can increase your options and career opportunities. Competition for admission to many four-year colleges/universities continues to increase, thus making high school course selection more important. The following are *minimum* admissions requirements as determined by the University of Wisconsin system:

- 4 years of English, including composition and literature
- 3 years of Social Science, including US History
- 3 years of Math, including Algebra, Geometry and higher Math
- 3 years of Science
- 4 credits (years) in each of the four core academic areas (English, Science, Math, Social Studies) are highly recommended, as well as World Language, Fine Arts, Computer Science, and other areas
- 2-3 years of the same World Language (recommended but not required for all colleges)

**Note: UW-Madison, UW-Eau Claire, and all 4-yr universities in Minnesota specifically require two years of the same world language in high school in order to be considered for admission.**

Many schools and majors require more than the minimum admissions requirements. For example, you will not be admitted to the University of Wisconsin-Madison with minimum requirements. The rigor of the program for the senior year is looked at very closely when determining who will be accepted at UW-Madison and other selective schools. Therefore, the idea of taking a light load during your senior year is not wise.

**Application Process:** September is the time the state universities begin to accept applications. On-line application is the preferred method for the University of Wisconsin system schools. You must send your official transcript to each university in which you apply. Each university has a unique set of admissions requirements. Please see university websites for full admission details and requirements.

#### **College Websites:**

To access UW 4-year and 2-year campuses, go to: <http://www.wisconsin.edu/campuses/>

To access Wisconsin Technical College information, go to: <http://www.witechcolleges.org/>

**★ The ACT and/or SAT test is usually required for acceptance to a university.**

### **COLLEGE PLANNING RESOURCES:**

1. Xello is your first stop for any and all planning for your future. Xello connects the real world to you with the latest career and labor market information, salaries, and educational pathways – all written in a way that’s easy to understand. Use your advising or other time to learn essential 21st-century skills like financial literacy and goal-setting through video interviews, role-playing activities, and more. You also have access to local businesses and ACT preparation tools.
2. ACT ([www.actstudent.org](http://www.actstudent.org)) is a registration site sponsored by ACT to assist in college admission testing. It is a resource guide to students, parents, and education professionals. This site is an excellent first stop to guide you to the books, websites, and other resources that will assist in making college possible.
3. College Board for Students ([www.collegeboard.com](http://www.collegeboard.com)) provides information sponsored by the College Board. Full of tips for parents and links to other useful websites, it is great for those hoping to send a student to college in 4 years or in just a few months.
4. Other college search sites to check out:
  - a. <https://www.petersons.com/college-search.aspx>
  - b. <https://bigfuture.collegeboard.org/college-search>
  - c. <https://www.cappex.com/>
  - d. <https://www.unigo.com/>

### **TECHNICAL COLLEGE REQUIREMENTS:**

There is a popular misconception that technical colleges are an easier choice or are somehow a second class choice. In fact, many technical college programs offer tremendous marketability and earning power. Many skilled laborers earn over \$20.00 an hour in their specific professions. Technical colleges offer specialized training for a specific skill and assist students in applying these concepts in work-related situations. Students will take some general education courses, but “hands on” experience is the most important part of technical college programs.

1. The Wisconsin Technical College System ([www.witechcolleges.org](http://www.witechcolleges.org)) offers 16 colleges with 47 different campus locations throughout the state of Wisconsin. This website provides students and parents with a wealth of information covering over 300+ programs and degree opportunities.
2. The Minnesota College/Technical College System (<https://www.minnstate.edu/campusesprograms/index.html>) offers a comprehensive listing of all four year, two year, and technical college institutions. This website provides students and parents with additional resources promoting Minnesota and its state’s organizations. You can also find information regarding the University of Minnesota system at <https://system.umn.edu/>.
3. This website, <https://tech-schools.us/michigan-technical-schools.shtml>, provides 56 schools with tech programs offered at 76 locations in 53 Michigan cities leading to technical certificates or associate's degrees.

ACT or ACCUPLACER test results are all accepted at Wisconsin Technical Colleges. Depending on scores submitted, additional assessments may be required for placement into programs. Each of Wisconsin’s Technical Colleges have a unique set of requirements. Please see specific Wisconsin Technical College websites for full admission details and requirements.

**MILITARY REQUIREMENTS:**

Each branch of the Service has different requirements. Success in any branch of the Military depends on a good education. Grades may limit opportunity and advancement in some branches of the military. The Military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior and senior students can use their ASVAB scores for enlistment for up to two years after taking the test.

The five services (Army, Navy, Air Force, Marines, and Coast Guard) offer training and employment in over 2,000 enlisted job specialties, many of which have counterparts in the civilian world of work.

1. The Military Career Guide Online ([www.todaysmilitary.com/](http://www.todaysmilitary.com/)) is designed for use by students desiring to explore the military world of work. Some basic information on each branch of service, including its enlistment, training, and career information is provided.



## **ART COURSES**

| REQUIRED FOR GRADUATION - None<br>All Electives |                  |
|---|------------------|
| Introduction to Art                             | Art Appreciation |
| Creative Art Design                             | Digital Imaging  |
| Painting  | Ceramics         |
| Printmaking                                     | Sculpture        |
| Art Portfolio I                                 | Art Portfolio II |

### **05189 Introduction to Art**

**Grade: 9-12**

**Credit: .5 (Semester Class or A/B Class)**

**Prerequisite: None**

Introduction to Art provides a foundation of visual arts knowledge and skills and their connections to other subjects, and explores the discipline in depth both intellectually and experientially. Students will use some or all of the following mediums: clay, pencil, oil pastels, pastel, acrylic paint, watercolor painting, printmaking, and batik. This course serves as a prerequisite for all other visual arts courses.

### **05151 Art Appreciation and History**

**Grade: 9-12**

**Credit: .5 (Semester Class or A/B Class)**

**Prerequisite: None**

Art Appreciation introduces students to the historical study of and foundation for many forms of art. This course will introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected various periods of history. This course will cover the relationship of art to social, political, and historical events throughout the world, while covering multiple artists, aesthetic issues, and the evolution of art.

### **05157 Painting**

**Grade: 9-12**

**Credit: .5 (Semester Class or A/B Class)**

**Prerequisite: Introduction to Art**

Visual Arts-Painting courses provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics, and so on), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. This course includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process.

### **05154 Creative Art Design**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Introduction to Art**

This course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Students may discuss and explore career opportunities in the art world. This course will cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

**05170G Art Portfolio I****Grade: 11-12****Credit: .5****Prerequisite: Introduction to Art and Creative Art-Comprehensive**

Art Portfolio offers students the opportunity to create a professional body of work that clearly demonstrates mastery of technical skills and increased conceptual thinking and reflects their personal interests. This course may include individual critiques and planned group activities for students to display their work publicly.

**05170E Art Portfolio II****Grade: 11-12****Credit: .5****Prerequisite: Introduction to Art, Creative Art-Comprehensive, & Art Portfolio I**

Art Portfolio II offers students the opportunity to continue to create a professional body of work that clearly demonstrates mastery of technical skills and increased conceptual thinking and reflects their personal interests. This course may include individual critiques and planned group activities for students to display their work publicly.

**05158 Sculpture (2025-2026)****Grade: 9-12****Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester****Prerequisite: Introduction to Art**

Visual Arts-Sculpture courses promote creative expression through three-dimensional works. This course explores real and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. Visual Arts-Sculpture includes the production of real and abstract sculptures while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective. These courses also provide instruction in the critique process.

**05159 Ceramics (2025-2026)****Grade: 9-12****Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester****Prerequisite: Introduction to Art**

Ceramics/Pottery will provide students with a foundation in the history of ceramics, with an emphasis on critique, aesthetic inquiry, and creative production. This course will provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes, with a focus on creative design and craftsmanship. It may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.





**05161 Printmaking (2024-2025)****Grade: 9-12****Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester****Prerequisite: Introduction to Art**

Printmaking will provide students with experience in a variety of traditional and digital printmaking media, techniques, and processes. This course emphasizes elements of art and principles of design and introduces the critique process.

**05251 Digital Imaging (Digital Art & Photography) (2024-2025)****Grade: 9-12****Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester****Prerequisite: Introduction to Art**

Digital Imaging explores the creative and conceptual aspects of designing and producing digital imagery, graphics, and photography. Students study the techniques, genres, and styles from multiple mediums and forms. Topics may include aesthetic meaning, appreciation and analysis; composing, capturing, processing, and programming of imagery and graphical information; their transmission, distribution, and marketing; and contextual, cultural and historical aspects and considerations.

## ***BUSINESS EDUCATION AND MARKETING COURSES***

|  |                           |                                     |   |  |
|--|---------------------------|-------------------------------------|---|--|
| <b>REQUIRED FOR GRADUATION:</b> Consumer Economics/Personal Finance/Business Communications<br> |                           |                                     |   |  |
| <b>ELECTIVES</b>   |                           |                                     |   |  |
| <u>Accounting</u><br>   | Introduction to Marketing | Sports and Entertainment Marketing  | <u>Introduction to Business</u><br> | <u>Business Law</u><br> |
| Sports Management and Athletic Officiating   |                           | Management & Leadership in Business | Computer Literacy   | Mellen School Media  |

**22210G Consumer Economics/Personal Finance/Business Communications (with Advanced Standing Option)**

**Grade: 11**

**Credit: 1**

**Prerequisite: None**

Consumer Economics/Personal Finance provides students with an understanding of the concepts and principles involved in managing one’s personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. Business Communications provides students with the opportunity to use a variety of computer applications as part of communicating in a professional business setting. Applications such as Word, Excel, Power Point, and Email will be reviewed as well as the soft skills required for workplace success. Presentations, group work, and individual projects will showcase student learning and educational outcomes. Students will also work on the Department of Workforce Development’s six critical areas to workplace success. Students will create a polished resume and cover letter, as well as develop interview skills.

**12164 Introduction to Marketing (2024-2025)**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: None**

Students will be introduced to the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include, but are not limited to, market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics may be covered as well.

**12051 Introduction to Business (2024-2025) (with Advanced Standing Option)**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: Competent use of Microsoft Office Suite**

Business Management acquaints students with management opportunities and effective human relations. Students will explore the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they engage in a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.

### **12104-1 Accounting**

**Grade: 10-12**

**Credit: 1**

**Prerequisite: Proficient use of Excel Spreadsheet Software**

**Course may be taken for up to four (4) Northwood Technical College Transcribed College Credit \***

Students will be introduced to the fundamental accounting principles and procedures used in businesses. Course content will include the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.

Northwood Technical College Course Description: Complete accounting cycle, special journals, payroll tax principles, special procedures, and financial statements. Accounting applications through practice set approach.



### **12163 Sports and Entertainment Marketing (2025-2026)**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: None**

Sports and Entertainment Marketing introduces students to management concepts for college and amateur sports and professional sports as well as the development, implementation, and management of local, college-level and professional sport or entertainment events. Sports and Entertainment Management will apply the following business management principles to the sports and entertainment industry: Business Information Management, Management Responsibilities, Financial Management, Production Management, Marketing Management, and Human Resources Management. Students will demonstrate an understanding of the management function; decision making; various management, organizing and staffing strategies; effective transformational leadership and management of groups and teams; managing operations; and, maximizing management strategies through effective and efficient use of information technology systems. Students will study both successful and struggling sports and entertainment organizations in the US and worldwide. They will learn about (and recommend) best practices that should be used to maximize profitability and provide sustainable growth for sports and entertainment ventures.

### **12054 Business Law (2025-2026)**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: None**

**Course may be taken for Northwood Technical College Transcribed College Credit\***

Business Law emphasizes legal concepts that are relevant to business and business organizations. Topics examined in this course include contracts, buying/renting property, installment buying, insurance, buyer/seller relationships, negotiable instruments, employment, taxes, insurance, commercial papers, legal organizational structures, and consumer liabilities.



### **12052 Management and Leadership in Business (2025-2026)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**

Students will learn the importance of leadership and varying management styles and operations in a business setting. Additionally, these topics will apply to all areas of a student's life both present and in the future. Students will gain an understanding of organizational culture as well as leadership and management theories. All topics will be viewed through a local, regional, national, and global lens.

**12099 Sports Management and Athletic Officiating (2025-2026)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**



Students will learn about various components of managing high school sports, such as the duties of an Athletic/Activities director and rules of officiating. Students will learn how to officiate a variety of high school sports (i.e. basketball, baseball, softball, volleyball, and football). Students will register to become WIAA licensed officials (at no cost to them) and will officiate junior high level games with a licensed official. Students will develop a network of area athletic directors as contacts and mentors.

**11002 Computer Literacy (2024-2025)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**

Students will learn the basic features available in Microsoft Office with an introduction to Word, Excel, Power Point, and Access. Additionally, students will learn the basic features of the Google Suite including, Docs, Drive, Gmail, Sheets, Slides, and Google Calendar. Professional business communication components as well as digital citizenship will also be covered in the course.

**11153 Mellen School Media (2024-2025)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

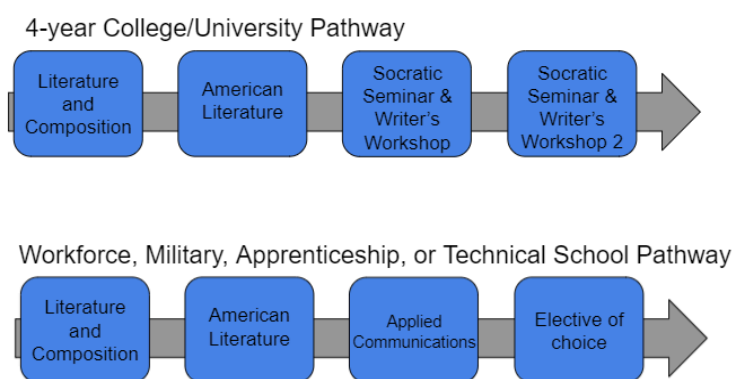
**Prerequisite: None**

This course will allow the students to learn and use various media sources to tell the "story" of the Mellen School District. Students will develop strategic community partners, use various media sources such as Garage Band, Imovie, WeVideo and others in order to showcase all that is going on at the Mellen school district. Students will have the opportunity to become the storytellers of the Mellen School District to current students, staff, community members and alumni.

## **ENGLISH LANGUAGE ARTS**

|  |                                      |                        |   |  |
|--|--------------------------------------|------------------------|---|--|
| <b>REQUIRED FOR GRADUATION:</b><br>Literature and Composition (9th) and American Literature (10th) |                                      |                        |   |  |
| <b>ELECTIVES</b>   |                                      |                        |   |  |
| Digital Communications   | World Mythology                      | Applied Communications | Socratic Seminar and Writer's Workshop      | Socratic Seminar and Writer's Workshop 2 |
| Graphic Novels   | Science Fiction & Fantasy Literature | Nature Writers         | Writing of the Watershed & Local Literature | Mystery, Suspense, & Thriller            |

### Pathway Recommendations:



### **01001 Literature and Composition**

**Grade: 9**

**Credit: 1**

**Prerequisite: None**

Literature and Composition is a comprehensive and introductory English Language course designed to be a transition between middle school reading and language arts and the higher level English classes offered at Mellen High School. Literature and Composition involves the study of literature, writing, vocabulary, and a range of communication skills. Through the genre approach to literature, students read short stories, novels, drama, and poetry, emphasizing the distinct elements of each through analysis of that type of literature. Students will explore themes of honor, beauty, love, survival, fate, heroism, and reflection. Additionally, this course will help students develop research, speaking, and listening skills.

### **01054 American Literature**

**Grade: 10**

**Credit: 1**

**Prerequisite: Literature and Composition**

In this year-long English Language Arts class students will study a survey of American literature from the period pre-settlement to the present. Students will study various works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Coursework will inspire students to develop an appreciation and awareness of how literature reflects our nation's history. Additionally, students will complete thematic units from the HMH textbook including hard-won liberty, reckless ambition, nature, conflict and connection, perception, and forces of change.

### **01155 Digital Communications**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Literature and Composition**

In this semester-long course, students embark on an exciting journey to capture and immortalize the memories of the school year! This course is designed for creative minds eager to explore the realms of digital media, journalism, and graphic design while taking on the rewarding responsibility of producing the school's yearbook. Project focuses will include newspaper production, podcasts, and digital storytelling. Students will leave with applicable skills, easily transferable to any hobby or future career. Specific roles may be assigned to suit student strengths and interests (i.e. photographer, editor, etc). Leave your mark on the school's legacy as we craft a yearbook that captures the memories, achievements, and spirit of our dynamic school community!

### **01156 Applied Communications**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Literature and Composition and American Literature**

This course is designed to empower students with practical language skills essential for success in various vocational and professional settings. This dynamic course goes beyond traditional language arts to focus on communication, writing, and critical thinking skills tailored for real-world applications. Students will engage in activities that mirror the demands of the workplace, including composing effective business communications, crafting professional resumes and cover letters, and honing interview techniques. Additionally, the course will explore workplace etiquette, collaborative communication strategies, and the ability to interpret and produce technical documents. Whether aspiring to enter the workforce immediately or seeking to enhance future career prospects, Applied Communications equips students with the professional acumen necessary for success in a variety of vocational pathways.

### **01003 Socratic Seminar and Writer's Workshop I (2024-2025)**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Literature and Composition and American Literature**

If you're thinking about post-secondary education, then this course is for you! Socratic Seminar and Writer's Workshop is an introduction to first-year college-level English courses. Students will participate in student-led formal discussions called Socratic Seminars. During seminars, students will develop listening skills, think critically to articulate their thoughts and responses to other's points, and openly express personal interpretations and insights. Students will practice public speaking and have practice with feedback, both giving and receiving. Writing activities will be ongoing and varied. Students will write creative pieces, poetry, nonfiction, and short stories. Each piece will be submitted to the class for discussion and feedback, thus further developing everyone's writing and editing skills.

### **01004 Socratic Seminar and Writer's Workshop II (2025-2026)**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Literature and Composition and American Literature**

If you're thinking about post-secondary education then this course is for you! Socratic Seminar and Writer's Workshop is an introduction to first-year college-level English courses. Students will participate in student-led formal discussions called Socratic Seminars. During seminars, students will develop listening skills, think critically to articulate their thoughts and responses to other's points, and openly express personal interpretations and insights. Students will practice public speaking and have practice with feedback, both giving and receiving. Writing activities will be ongoing and varied. Students will write creative pieces, poetry, nonfiction, and short stories. Each piece will be submitted to the class for discussion and feedback, thus further developing everyone's writing and editing skills. Socratic Seminar II is an extension of Socratic Seminar I, but does not require a prerequisite.

**01061G Graphic Novels (2024-2025)**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Literature and Composition**

Since the 1980s, the graphic novel has become a popular and accomplished literary and artistic form. Transcending its origins in pulp fantasy and adolescent entertainment, this evolving and hybrid medium represents, in the words of author and artist Eddie Campbell, “an emerging new literature of our times in which word, picture, and typography interact meaningfully and which is in tune with the complexity of modern life.” This course offers a survey of some of the best graphic novels of the last thirty years, and it provides the skills for reading graphic novels critically in terms of what they say and how they say it. In addition to studying graphic novels, students will create their own comics/graphic novels.

**01065E Mystery, Suspense, and Thriller (2024-2025)**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Literature and Composition and American Literature**

Great mystery, suspense, and thriller writers have created some of the most unforgettable stories in all of literature. An utterly captivating and compelling genre, mystery and suspense has leapt off the pages of the old dime store paperbacks, magazines, and comic books onto big screens, small screens, radio serials, podcasts, websites, and more. In this course we will study how these genres have become so prevalent. Students will investigate the works of influential authors in the genre.

**01104E Writing of the Watershed and Local Literature (2024-2025)**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Literature and Composition and American Literature**

It's no secret that Lake Superior is spectacular! As a popular recreation destination, commerce route, and source of inspiration for many artists, the stories surrounding Lake Superior are varied and unique. This course will focus on the study of regional authors from WI, MN, and MI as well as stories that take place in the Lake Superior watershed. Students will gain a deeper understanding of the stories that have shaped and been shaped by the Lake Superior watershed. Students will delve into their own writing, highlighting their own experiences in the northwoods. Students will need an outdoor notebook, like the one used in Nature Writers, and need to be prepared to spend time outdoors.

**01065 World Mythology (2025-2026)**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Literature and Composition**

This course is an introduction to myths from around the world. Students will study the similarities and differences between various mythologies, analyze how past cultures have used mythology to explain the world and human nature, and explore why myths are relevant to humans today. Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This class requires frequent reading of assigned myths, regular writing assignments, and occasional essays, presentations, and projects.



**01061E Science Fiction & Fantasy Literature (2025-2026)**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Literature and Composition and American Literature**

The course will focus on science fiction and fantasy as genres melding literary art with scientific and philosophical speculation. Science fiction as a genre includes stories that are only possible with technological advancement. Whereas fantasy focuses on creating realms of infinite possibility. Predictions made by science fiction authors and universes created by fantasy writers have had an undeniable impact on culture through science, imagination, and technology. Students in the course will study the history of each genre through an exploration of themes and methods of storytelling. In addition, students will examine the composition of science fiction and fantasy from a writer's standpoint and write works from their own imagination. This is a book-club style class, so student participation in class discussions is imperative. Get lost this semester in a whole new world, while staying tethered through connections to real issues, both past and present.

**01104 Nature Writers (2025-2026)**

**Grade: 11-12**




**Credit: .5**

**Prerequisite: Literature and Composition and American Literature**

The course is designed to be a field course in writing and reading about the natural world. Nature Writers will offer students an opportunity to develop and practice fiction and nonfiction writing with an emphasis on nature. We'll spend as much time as we can outdoors watching, feeling, listening, and experiencing the natural world. Be prepared to brave all the seasons in the appropriate attire! Along the way we'll also read work by nature writers and explore some of the aesthetic, ethical, and philosophical issues that are inherent in writing and reading about the natural world. \*Students will need a nature journal (smaller than a standard notebook) for this course.

## **INDUSTRIAL TECHNOLOGY**

### **Architecture, Construction, and Manufacturing**

|  |                  |   |                                      |
|--|------------------|---|--------------------------------------|
| <b>REQUIRED FOR GRADUATION - NONE</b>  |                  |   |                                      |
| <b>ELECTIVES</b>   |                  |   |                                      |
| Drafting -<br>Advanced Standing<br> | Woodworking I    | Woodworking II -<br>Advanced Standing<br> | Production Systems                   |
| Welding I  | Welding II       | Welding - Advanced Standing              |                                      |
| Exploration of<br>Electricity  | Home Maintenance | Graphics  | Industrial Technology<br>Exploratory |

#### **21102 Drafting (with Advanced Standing Option)**

**Grade: 9-12**

**Credit: .5**

**Prerequisite: None**

**Course Connector: Woods I second semester**

This course offers instruction on individual computer workstations in a computer lab. This computer-aided drafting(CAD) instruction uses SolidWorks software that is capable of creating 3D drawings. In this course you will spend a majority of the time creating 3D models and exploring the concepts of working in 3D space. Students will create complete and fully dimensioned 3-view part prints ready to be transferred to paper.

#### **17006-1 Woodworking I**

**Grade: 9-12**

**Credit: .5**

**Prerequisite: Drafting (with a C or better)**

**Course Connector: Drafting first semester**

This course is designed to give students hands-on experience in the safe and proper use of common woodworking tools and machines. Students will study units on measurement, planning, design, construction techniques, finish preparation, and finishing. Students will complete a project selected by the instructor. Projects of the student's choice will be allowed upon completion of the required project.

**Safety glasses or goggles are required.**

#### **17006-2 Woodworking II (with Advanced Standing Option)**

**Grade: 10-12**

**Credit: 1**

**Prerequisite: Drafting and Woodworking I (with a C or better)**

Woodworking II will expand on the knowledge and skills gained in Woodworking I. Design and planning for project construction will be a major area of study. Emphasis will be placed on machine set-up, advanced machining skills, and safe work practices. Door and drawer construction will be incorporated into student projects. Projects of the student's choice will be allowed upon completion of the required project. **Safety glasses or goggles are required.** The advanced standing option will require a full year commitment.

#### **13101 Production Systems**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Drafting, Woodworking I, and Woodworking II (with a C or better)**

This class gives students the opportunity to create and operate their own company. They will be producing and selling a project. The students will learn how marketing, accounting, advertising and production work together to run a company. **Safety glasses or goggles are required.**

### **13207 Welding I**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: None**

Welding I is a hands-on introduction to the welding industry. The course is designed to allow the student the opportunity to explore and apply current industrial welding procedures. Shielded Metal-Arc (stick), Gas Metal-Arc (MIG), Gas Tungsten-Arc (TIG), and Oxyacetylene (gas) welding methods will be explored. Flame cutting, plasma-arc cutting, career opportunities, and other technical areas will be covered. All work will be done on mild steel in the flat position. Related manufacturing techniques, career opportunities, and other technical areas will also be investigated. **Safety glasses or goggles and appropriate leather footwear are required.**

### **13208 Welding II**

**Grade: 10-12**

**Credit: 1**

**Prerequisite: Welding I (with a C or better)**

Welding II consists of an in-depth exploration of the present day welding/metal fabrication industry. This course is designed to allow the students to improve in both welding knowledge and manual skills. This course requires a large amount of self-direction and responsibility on the part of the student. Oxyacetylene, Shielded Metal-Arc, Gas Metal-Arc, and Gas Tungsten-Arc welding processes will be performed in the four major welding positions on ferrous and non-ferrous metals. Students will have the option of completing individual or group projects upon completion of required lab activities. Related manufacturing techniques, career opportunities, and other technical areas will also be investigated. **Safety glasses or goggles and appropriate leather footwear are required.**

### **5630 Welding - Advanced Standing**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Welding I and Welding II (with a C or better)**

In this course students will fulfill the requirements to receive 2 credits in welding at Northwood Technical College (1 Credit Shielded Metal Arc Welding and 1 Credit Gas Metal Arc Welding). Topics to be covered include Shielded Metal Arc Welding, Gas Metal Arc Welding, Welding in the Flat Position, Vertical Position Up, Horizontal Welding, Power Sources, Electrode Selection, Quality Control, Square-Groove Weld, Vertical Down Welding, and Three-Bead Fillet Weld. This course is recommended for any student who is considering attending Northwood Technical College or is considering a career in the trades. Careers in welding and educational opportunities will also be covered.



### **21056 Graphics (2024-2025)**

**Grade: 9-12**

**Credits: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**

This course allows students to create their own way to communicate through digital and printed media sources. Students will learn the following methods for communication: basic web design, vinyl stickers/T-shirt creation, screen printing, printing with a 3-D printer, laser engraving, and design methods for both the CNC router and CNC plasma cutter. Students will gain experience on software packages such as Autodesk Inventor, Vectric Design, VE Lxi 19, Retina Engrave, Google Domains, and Sign Slapper.

### **22250 Industrial Technology Exploratory (2024-2025)**

**Grade: 9-12**

**Credits: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**

This course will provide a brief introduction to a variety of topics in the Industrial Technology department. Students may choose to take courses later that allow them to pursue the topics introduced in more depth. Students will have the opportunity to sample various areas such as: drafting, construction, manufacturing, welding, small engines, electricity, screen printing, 3-D printing, etc.

**17101 Exploration of Electricity (2025-2026)**

**Grade: 9-12**

**Credits: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

**Prerequisite: None**

Exploration of Electricity offers instruction in the theory of electricity and in the terminology, skills, and safety procedures common to careers involving electricity and electronics. Topics include (but are not limited to) Ohm's law, electrical equipment, wire systems, and so on; career exploration may be a part of this course. This lab/project oriented course will provide students opportunities to develop skills in the following areas: basic electrical circuits, residential house wiring, alternative energy sources, and electronics. Students will have projects including Chaney electronic kits, building a small electric motor, and residential wiring.

**17010 Home Maintenance (2025-2026)**

**Grade: 9-12**

**Credits: .5 (A/B rotation) for full year; .25 (A/B rotation) for semester**

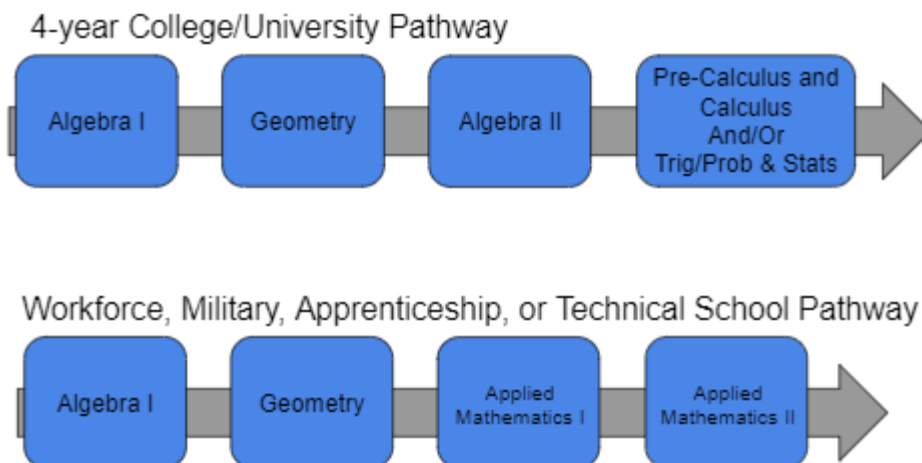
**Prerequisite: None**

Home Maintenance provides students with knowledge and skills related to devices and systems found in the home. Course content may include electrical wiring, plumbing, window and door repair and installation, wall and floor repair and finishing, furniture repair and finishing, and small appliance repair. This lab/project oriented course is designed to provide students experiences in events they will encounter after graduation. This would include car maintenance (change/rotate tires, change oil, change brakes, change air cleaner, etc.) and home repair (how to build a wall, simple home wiring, drywall installation and repair, simple plumbing, etc.).

## **MATHEMATICS COURSES**

|  |                            |              |             |
|--|----------------------------|--------------|-------------|
| <b>REQUIRED FOR GRADUATION:</b> Algebra I and Geometry |                            |              |             |
| <b>ELECTIVES</b>                                       |                            |              |             |
| Algebra II   | Probability and Statistics | Trigonometry | Precalculus |
| Applied Mathematics I                                  | Applied Mathematics II     | Calculus     |             |

Pathway Recommendations:



### **02052 Algebra I**

**Grade:** 8-12

**Credit:** 1

**Prerequisite:** None

Students will explore the language of algebra in verbal, tabular, graphical and symbolic forms. Geometry, probability, statistics and exponential growth will be integrated through problem-solving activities and applications. Graphing calculators are incorporated for discovery, problem solving and modeling. Scientific calculators are required.

### **02072 Geometry**

**Grade** 9-12

**Credit:** 1

**Prerequisite:** *Algebra I*

Geometry, emphasizing an abstract, formal approach to the study of geometry, includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

### **02056 Algebra II**

**Grade:** 10-12

**Credit:** 1

**Prerequisite:** *Algebra I*

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### **02110 Pre-Calculus**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Algebra I, Algebra II, and Geometry**

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

### **02121 Calculus**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Algebra I, Algebra II, Geometry, and Pre-Calculus**

Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

### **02201 Probability and Statistics**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Algebra I, Algebra II, and Geometry**

**Connector Course: Trigonometry**

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

### **02105 Trigonometry**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Algebra I, Algebra II, and Geometry**

**Connector Course: Probability and Statistics**

The main focus of Trigonometry is on nonlinear functions, right triangle properties, trigonometric functions, and advanced algebra. Through the study of trig, the student will develop proficiency in using mathematics to solve problems in everyday life, gain an understanding of trigonometry as a study of triangles and angle relationships using radians and/or degrees, apply advanced algebra techniques to solve problems including identities, logarithms and exponents.

### **02151 Applied Mathematics**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Algebra I and Geometry**

This year-long course is designed, in sequence with Applied Math 2, to provide students with the math skills needed to transition from high school to the career. It will review/build basic arithmetic skills including operations with whole numbers, decimals, fractions, signed numbers, percents, ratios, proportions, units of measurements, simple algebraic equations, formulas, and basic geometry. The application of these concepts will also be included.

### **02152 Applied Mathematics II**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Algebra I, Geometry, and Applied Mathematics I**

This course begins with a review of the concepts/applications covered in Applied Math 1 before moving on to the topics of more complex algebraic equations, plane geometry, three-dimensional figures, basic statistics and probability, displaying data; and the practical and occupational application of these topics.

## **MUSIC COURSES**

|                                      |        |
|--------------------------------------|--------|
| <b>REQUIRED FOR GRADUATION: None</b> |        |
| <b>ELECTIVES</b>                     |        |
| Symphonic Band                       | Chorus |

### **05101 Symphonic Band**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year or 1 credit for full year**

**Prerequisite: None**

Symphonic band is for students who want to continue their comprehensive musicianship through performance. A student will explore various genres of music, learn music theory aspects that will help rationalize how music is put together, identify famous composers and perform at various functions. This course will emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern).

### **05110 Chorus**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year or 1 credit for full year**

**Prerequisite: None**

High school chorus offers opportunities for students looking to improve their vocal and musical study. This includes (but is not limited to) studying quality choral music within the student's abilities, looking at musical aspects (theory), studying vocal technique, music history, listening to high-quality professional recordings and concerts, music literacy, and vocabulary. This is a performance based class in which a student works on empathy and communication with an audience.

## **PHYSICAL, HEALTH, & SAFETY EDUCATION**

|  |                  |                 |             |                   |
|--|------------------|-----------------|-------------|-------------------|
| <b>REQUIRED FOR GRADUATION: Health</b> |                  |                 |             |                   |
| <b>ELECTIVES</b>                       |                  |                 |             |                   |
| Physical Education                     | Lifetime Fitness | Weight Training | Team Sports | Individual Sports |

### **08051 Health**

**Grade: 9**

**Credit: .5**

During this course, topics such as the following are studied and discussed: wellness, interpersonal relationships, human anatomy and function, exercise and fitness, stress management, teenage adolescent sexual behavior, environmental awareness, responsible decision making, AIDS, drugs, and alcohol.

### **08001 Physical Education**

**Grade: 9-12**

**Credit: .5 or 1**

Physical Education provides students with knowledge, experience, and the opportunity to develop skills in more than one of the following sports or activities: team sports, individual sports, dual sports, recreational sports, and fitness/conditioning activities. Students develop positive social skills, cooperation, and participation.

### **08016 Lifetime Fitness (2025-2026)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year, .25 (A/B rotation) for semester**

Lifetime Fitness Education emphasizes acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students will develop and implement a personal fitness plan.

### **08009 Weight Training (2025-2026)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year, .25 (A/B rotation) for semester**

Weight Training helps students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning. The class will include other components such as anatomy and conditioning.

### **08002 Team Sports (2024-2025)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year, .25 (A/B rotation) for semester**

Team Sports will provide to students the knowledge, experience, and opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).

### **08999 Individual Sports (2024-2025)**

**Grade: 9-12**

**Credit: .5 (A/B rotation) for full year, .25 (A/B rotation) for semester**

Individual Sports will provide to students the knowledge, experience, and opportunity to develop skills in more than one individual sport (such as pickleball, tennis, golf, etc.).



## **SCIENCE COURSES**

|   |   |                            |   |
|---|---|----------------------------|---|
| <b>REQUIRED FOR GRADUATION - 03051 Biology and 03159 Physical Science</b> |   |                            |   |
| <b>ELECTIVES</b>  |   |                            |   |
| Chemistry   | Agricultural Science                              | Astronomy                  | Human Body Science                                |
| Ecology and Wildlife Management   | Energy and the Environment (Environmental Ethics) | Agricultural Plant Systems | Field Biology & Forestry Management 1 & 2 options |

### **03051 Biology**

**Grade: 9**

**Credit: 1**

**Prerequisite: None**

Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

### **03159 Physical Science**

**Grade: 10**

**Credit: 1**

**Prerequisite: Algebra I**

Physical Science involves the study of the structures and states of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions. Students will also explore topics involving Earth Systems, Tectonic Activity, Natural Resources and Astronomy.

### **03101 Chemistry**

**Recommended Grade: 11 or 12**

**Credit: 1**

**Prerequisite: Physical Science, Algebra I, and Geometry**

Chemistry involves studying the composition, properties, and reactions of substances. Students explore such concepts as the behaviors of solids, liquids, and gasses; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

### **03004 Astronomy**

**Grade: 9-12**

**Credit: .5**

**Prerequisite: None**

This semester course is a basic introduction to the worlds beyond Earth: from the origin of the universe, celestial objects, to aliens and "time travel." The goal of the course is to expose and excite students about scientific thought, inquiry, and analysis.

### **03063 Ecology and Wildlife Management (2024-2025)**

**Grade: 11 or 12**

**Credit: .5**

**Prerequisite: Biology**

Ecology and Wildlife Management will focus on ecosystem studies on a variety of habitats both globally and locally. Within these habitats, biodiversity, species interaction, abiotic factors, and future ecosystems will be analyzed. Additionally, the course will be devoted towards the management of previously discussed wildlife and the impacts on local ecosystems. Special topics include: hunting management, fishing management, and agriculture.

**18502 Field Biology 1/Forestry Management (2025-2026)**

**Recommended Grade: 10-12**

**Credit: .5**

**Prerequisite: Biology**

Field Biology 1 is a course designed for students interested in the pursuit of careers in Forestry, Land Management and Conservation. Students will learn the fundamentals of Logging, Timber management, Forest Inventories and Cover mapping. Professionals in the field of Logging and Forest Management will teach relevant skills for Timber Cruising and plant/ tree identification. Field Biology1 is for the student that learns best from hands-on work.

**18502 Field Biology 2/Forestry Management 2 (2024-2025)**

**Recommended Grade: 10-12**

**Credit: .5**

**Prerequisite: Biology and Field Biology 1**

Field Biology 2 is a course designed for students interested in the pursuit of careers in Wildlife, Ecology or Conservation. Students will learn the fundamentals of animal population management through hunting, fishing, trapping and enforcement of laws. Professionals in the field of Wildlife Management and Enforcement will teach relevant skills for animal and ecosystem management. Field Biology1 is for the student that learns best from hands-on work.

**03012 Energy and the Environment (Environmental Ethics) (2024-2025)**

**Recommended Grade: 10-12**

**Credit: .5**

**Prerequisite: Biology**

Energy and the Environment exposes students to the scientific principles associated with energy transformation, collection, extraction, transmission and storage. Course content may emphasize energy's significance in society and the effects of its use on the environment. Topics may include the distribution, availability, patterns of use, and environmental impacts of energy resources. Students will examine how we ought to value the environment and the non-human inhabitants of the earth, examining the moral relationship between human beings and non-human beings. The course includes both practical reflections (identifying specific moral obligations to our pets, plants, etc.) and more theoretical ones (identifying the source of value, the nature of value, etc.). Subtopics will include but are not limited to recycling, simplifying lifestyles, identifying carbon footprint, and Earth Day.

**03063 Human Body Sciences (2025-2026)**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Biology**

Students will explore concepts with regard to Food Science, Science of Human Development and Growth, Brain Science, and Psychology. Students will incorporate specific topics that include but are not limited to: Macro Biology, Human Anatomy, Exercise Physiology, Cognitive Psychology and Learning. This course will include laboratory experience involving work with blood pressure, heart rate, the effects of growth and exercise on the body, and how the brain responds to stimulus.

**03009 Natural Hazards (2025-2026)**

**Grade: 9-12**

**Credit: .5**

**Prerequisite: None**

In Natural Hazards, students will explore violent catastrophic phenomena that constantly occur in different parts of our planet Earth: earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornadoes, wildfires, and impacts of climate change. Throughout the course, students will analyze the process of occurrence, the risks associated, and how to survive specific types of disaster events. Special attention will be given to understand how they affect human activities and impact global policy and economies. Additionally, students will research pandemics from a similar lens as that of other natural disasters.

**18999 Agricultural Science (Fall 2025-2026)**

**Grade: 10-12**

**Elective: .5 credit**

**Prerequisite: Biology**

Students will gain knowledge on concepts within agriculture from a scientific perspective, focusing primarily on animal and feed production. Students will be assessed using student designed exploratory labs, with emphasis on classroom content. Major Topics or Themes: Soil Science, Plant Growth, Animal Health, Food Science, and Agribusiness and CAFO

**18051 Agricultural Plant Systems (Spring 2025-2026)**

**Grade: 10-12**

**Elective: .5 credit**

**Prerequisite: Biology**

Description: Students will be introduced to the science and art of growing fruits, flowers and ornamental plants. Students will build projects within the Hydroponics, Aquaponics, and Garden systems. Focus on Nontraditional food production and value added products. Major Topics or Themes: Greenhouse Management, Aquaponics Design, Floriculture Design, Propagation Methods, and Marketing and Business Design

## **SOCIAL STUDIES COURSES**

| <b>REQUIRED FOR GRADUATION</b> |                                 |                                     |  |
|--------------------------------|---------------------------------|-------------------------------------|--|
| World Geography                | Civics                          | Modern U.S. History                 | Social Problems                        |
| <b>ELECTIVES</b>               |                                 |                                     |  |
| World History                  | Contemporary<br>U.S. History II | Western Psychology<br>1 & 2 options | Local History -<br>Independent Project |

### **04001 World Geography**

**Grade: 9**

**Credit: .5**

This course will focus on human geography, history, culture, and global issues around the world. Emphasis is placed on people, physical and political geography, how the environment influences people's economy, lifestyles, culture and history. Students will work with a variety of maps. Students will be exposed to a variety of cultures and learn to have a greater appreciation of other cultures.

### **04161 Civics**

**Grade: 9**

**Credit: .5**

This class explores the U.S. government on the national, state and local levels. The course is designed to develop an understanding of the political process preparing students to assume adult responsibilities in the political arena. Subjects covered during the semester include: the US Constitution, federal government, state and local government, campaigns and elections, and political parties. This class helps prepare students for the required Civics exam.

### **04103 Modern U.S. History**

**Grade: 10**

**Credit: 1**

This course is a survey of American History from 1877 with emphasis on the historical development of the United States. The main idea is that a study of the nation's past will provide understanding of the Democratic ideals that have shaped this nation's past, present, and future. Course materials include reconstruction, Native American culture and heritage, social, political, and economic impact of the industrial revolution, America's emergence as a world power, America's late 19th and 20th century wars, American foreign policy, and American social, economic, and political conditions since World War II.

### **04259 Social Problems**

**Grade: 12**

**Credit: 1**

Social Problems will study a variety of topics that are important in today's world. Over the course of the year, students will study concepts related to the following topics: Basic Concepts of Sociology, Human Rights issues (Racism & Discrimination, Human Slavery and Child Soldiers, Holocaust and Apartheid); Healthy Living (Drug & Alcohol Awareness, Stress Management/Teen Suicide, Body Image & Nutrition/Exercise, Marriage & Family/Sexual Responsibility); Civic Responsibility (American Values, American Judicial System/Crime & Punishment, Voting and Civic Duty); Money Management.

### **04051 World History (2024-2025)**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: None**

World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History may include geographical studies, but often these components are not as explicitly taught as geography.

**04106 Contemporary U.S. History II (2025-2026)**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: Modern U.S. History**

The goal of this course is to understand & comprehend the major historical events of the second half of the 20th century. This semester-long course will examine major political, social, & cultural significance of the United States within the confines of the decades of 1950s, 1960s, 1970s, 1980s and 1990s. Religion, economics, government, politics, geography, ethnicity, art, & philosophy are just a few of the areas of social studies that will be used to aid discussions involving the major events. The course will utilize popular mass media to help generate discussion, comprehension and understanding.

**04999 Western Psychology 1: Study of the Brain, Positive Psychology, and Happiness**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: None**

This course will study how the brain works and how, through neuroplasticity, the brain can recover from traumatic experiences. The course will use the study of positive psychology as a framework of study. Students will learn a variety of practices to help them cope with stress, anxiety and other healthy coping and relationship skills. Throughout the course we will also engage in experiential learning and practical exercises to increase well-being, which will inform our theoretical and empirical understanding of important questions in positive psychology. Positive psychology encompasses the study of positive experiences, positive character strengths, positive relationships, and the institutions and practices that facilitate their development. Positive experiences include the mental states of flow and mindfulness and emotions about the present (pleasure, contentment, laughter), past (e.g., nostalgia, satisfaction, pride), and future (e.g., hope, optimism). The distinction among the pleasant life, the good life, and the meaningful life will be drawn.

**04999(-2) Western Psychology 2**

**Grade: 10-12**

**Credit: .5**

**Prerequisite: Western Psychology 1**

This course is designed to help high school students explore and apply the principles of positive psychology and stress management in their lives. Students will learn how to identify and cultivate positive emotions, relationships, meaning, accomplishment, and resilience. Students will learn how to recognize and manage stressors in their lives, as well as how to build resilience and develop healthy coping mechanisms. This course will be self-directed and self-paced, with students choosing their own research topics, readings, and assignments. Students will be encouraged to explore their own interests and apply positive psychology and stress management principles to their own lives. Some possible topics include mindfulness, gratitude, positive self-talk, social support, time management, and goal setting. At the end of the course, students will have a deeper understanding of the principles of positive psychology and stress management and how they can apply these principles in their own lives. They will also have developed research, critical thinking, and self-reflection skills that will serve them well in college and beyond.

### **04997 Local History - Independent Project**

**Grade: 11-12**

**Credit: .5**

**Prerequisite: successful completion of U.S. History**

A collaborative project in which students research the history of their community and share their findings with the community. Students will collaborate with the Mellen Historical Society and the Mellen Brownstone to create exhibits and research for those venues. Student work could potentially be selected to be part of their displays. Students will propose their own project ideas, research them and create a product to showcase their research.

The goal of the project:

- To teach students to care about the places they live, appreciate historical and cultural environments, to care and respect older generations, to understand and appreciate a historical heritage of the past and the present.
- To create background of their own history and enhance awareness of the significance of local history to students' present lives.
- To develop research skills using a variety of sources such as interviews, letters, diaries, blogs and books.
- To form and develop academic skills, thinking, reasoning and teamwork skills.
- To form and develop key foreign language competencies and skills.
- At the end of the projects students make a project board and present their project at school and share their ideas with their peers.

Students conduct research about the history of their local communities and then share their findings in the form of essays, powerpoint presentations, art and photos in an on-line forum.

Skills Needed to be successful in the course:

- Demonstrated the ability to work independently
- Ability to meet deadlines
- Willingness to edit and redo work to create a high quality product

## WORLD LANGUAGES COURSES

|                                       |           |           |           |
|---------------------------------------|-----------|-----------|-----------|
| <b>REQUIRED FOR GRADUATION - None</b> |           |           |           |
| <b>ELECTIVES</b>                      |           |           |           |
| Spanish 1                             | Spanish 2 | Spanish 3 | Spanish 4 |

### **06101 SPANISH 1 - ITV Instruction and Online Instruction**

**Grade: 9-12**

**Credit: 1**

**Prerequisite: None**

Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

### **06102 SPANISH 2 - ITV and Online Instruction**

**Grade: 10-12**

**Credit: 1**

**Prerequisite: Spanish 1**

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

### **06103 SPANISH 3 - ITV and Online Instruction**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Spanish 1 & 2**

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

### **06104 SPANISH 4 - ITV and Online Instruction**

**Grade: 11-12**

**Credit: 1**

**Prerequisite: Spanish 1, 2, & 3**

Spanish IV is designed for both native speakers and students who have completed Spanish Level 3. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, historical, sociological, and literary insights into the Spanish-speaking world. The course is conducted in Spanish.

## **ADDITIONAL COURSE OFFERINGS**

### **22051 - Clerical Aide**

**Grade: 11-12**

**Credit: .25/semester**

**Prerequisite: Principal Approval**

Clerical Aide courses provide students with the opportunity to develop skills related to clerical office work. Duties may include typing, filing, preparing mailings, and duplicating, among others. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.

### **22053 - Library Aide**

**Grade: 11-12**

**Credit: .25/semester**

**Prerequisite: Librarian and/or Library Aide & Principal Approval**

Library/AVC Aide courses provide students with the opportunity to work in the library or in media and audiovisual centers. Duties may include collecting, distributing, and categorizing materials; operating audiovisual equipment; assisting students and teachers; and performing clerical duties. Students typically gain experience in library science and/or media and audiovisual technology.

### **22995 - Classroom Aide**

**Grade: 11-12**

**Credit: .25/semester**

**Prerequisite: Teacher & Principal Approval**

Classroom Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula or to assist other staff members in fulfilling their duties. Students may provide tutorial or instructional assistance to other students.

### **22995 - Custodial Aide**

**Grade: 11-12**

**Credit: .25/semester**

**Prerequisite: Teacher & Principal Approval**

Custodial Aide courses offer students the opportunity to assist our custodial staff in maintaining a safe, welcoming, and clean environment.

### **22995 - Food Service Aide**

**Grade: 11-12**

**Credit: .25/semester**

**Prerequisite: Teacher & Principal Approval**

Food Service Aide courses offer students the opportunity to assist our food service staff in providing a safe, welcoming, and clean environment in the cafeteria.



## **STUDENT AIDE APPLICATION PROCESS and EXPECTATIONS**

The Aide Class is not graded; a pass or fail is given. Juniors and Seniors, who are not credit deficient, can apply to be an aide. Students will do a variety of work as an aide and are responsible to the adult supervisor for the entire period of time they are signed up. Students should not expect to use this time as a study hall. No more than 1 total Aide credit can be applied toward graduation. No more than 1 aiding period per semester is allowed. An application process must be completed and final approval is granted by the Principal. Students can be removed from the aide position and no credit granted for unacceptable or improper behavior.

### **Application Process**

1. A student gets a [Student Aide Application Form](#) from the school counselor.
2. The student completes the application form and secures the required signatures.
3. The student gets two [Student Aide Teacher Recommendation Forms](#) to submit with his/her application.
4. The student submits the application and recommendation forms to the school counselor by \_\_\_\_\_.
5. The application materials are reviewed by the school counselor and principal.
6. The student completes an interview with the school counselor and principal.
7. The school counselor and principal approve or deny the application.
8. Upon approval, the student is assigned to an aide position.

### **Student Aide Expectations and Guidelines**

**Attendance:** A student aide must be prompt and have minimal absences. The student must notify his/her supervisor of planned absences. Tardies and absences will be marked. An aide will not be dismissed early from his/her assignment.

**Behavior:** A student aide will abide by all school rules. He or she may not disrupt a class and the adult he/she is working for. A student aide will demonstrate respect for the school, for adults, and for other students.

**Confidentiality:** Adult supervisors are not to give student aides work that includes “strictly confidential” information. A student aide will keep confidential all paperwork that is photocopied, delivered, sorted through, and/or filed. A student aide will also keep confidential any information heard between adults. Violation of this expectation will result in immediate termination of the aide assignment.

**Initiative and Follow-through:** A student aide will anticipate and undertake daily tasks without being told. A student aide will always look for ways to be helpful. He/she will respond to all work requests in a positive manner and perform each task to the best of his/her ability.

**Personal Responsibilities:** A student aide will be honest and reliable. Electronic devices (i.e. cell phones, etc.) are not allowed while performing tasks. A student aide will follow directions and use time effectively. He/she should think critically and creatively to analyze and solve problems that may arise to assist his/her supervisor.

# STUDENT AIDE - APPLICATION FORM

Student Aide assignments are not Study Halls.

Students who are assigned to Aide Positions must complete all work assigned by their supervisors.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

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

Which aide are you applying for? Classroom, Clerical, Library, Custodial, Food Service

**You must have an administrator, school counselor, or Student Support Services secretary check and sign that you met the requirements in the box below.**

|   |                    |
|---|--------------------|
| _____ GPA of 3.0 or better  | _____              |
|   | Approved Signature |
| _____ 95% attendance in previous year or semester   | _____              |
|   | Approved Signature |
| _____ 2 or fewer minor disciplinary referrals<br>No major referrals<br>(In the prior school year or semester) | _____              |
|   | Approved Signature |

Why do you want to be a student aide?

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How does this student aide position fit into your Academic and Career Plan?

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**You must have two teacher recommendations. Please submit [Recommendation Forms](#) with application.**

-----  
I have read the Student Aide expectations and guidelines and agree to follow them.

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

\_\_\_\_\_  
Date

I have read the Student Aide expectations and guidelines and agree to support my child in this assignment.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# STUDENT AIDE TEACHER RECOMMENDATION FORM

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Subject \_\_\_\_\_

The student listed above is applying for a student aide position for the 2020-2021 school year. Please rate the student from 1-5 (5 being the best) using the checklist below. Thank you in advance for providing information.

\_\_\_\_\_ 1. Academic Performance

\_\_\_\_\_ 2. Leadership Skills

\_\_\_\_\_ 3. Cooperation with Others

\_\_\_\_\_ 4. Respect for Authority

\_\_\_\_\_ 5. Organizational/Time Management Skills

\_\_\_\_\_ 6. Dependability

\_\_\_\_\_ 7. Self-motivation

\_\_\_\_\_ 8. Overall Character

Additional Comments:

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School District of Mellen  
[PE Waiver Request Form](#)

A student who participates in athletics may request that he/she be allowed to complete an additional .5 credit in English, math, social studies, science, or health education in lieu of .5 credit in physical education.

The student must complete the entire season of the sport in good standing with no athletic violations and have attended all practices and games unless excused by the coach.

Student: \_\_\_\_\_

Sport Participated in: \_\_\_\_\_

Season: \_\_\_\_\_

(i.e. Fall 2022, Winter 2021, etc.)

Core Class substituted for PE: \_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

---

Coach or Athletic Director Signature

---

Date