GREENFIELD HIGH SCHOOL

ACADEMIC AND CAREER PLANNING GUIDE

2020-21
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**Greenfield High School Course Offerings**

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STEP ONE

How to use this booklet
Step One: How to Use This Booklet.
The Wisconsin Department of Public Instruction Comprehensive School Counseling Model (WCSCM) is a coordinated system of programs, activities, and learning experiences that prepare all students for life after high school. The program is implemented by all and provides opportunities for all students to develop to their fullest socially, academically, and in their career planning. Please use the guidelines listed below to begin and monitor your high school experience.

Step Two: Look over the Career Clusters.
These Career Clusters have been established under the National Career Technical Education Foundation as a tool for seamless transition from education to career. Consider the GHS courses recommended for each Career Cluster. Select a Career Cluster that is closest to the area you feel you would pursue as an adult and use the cluster to inform your course selections.

Step Three: Review the GHS Philosophy and Graduation/Career Requirements Checklist. Use this step to determine the progress you are making towards your high school graduation. Please pay careful attention to the Programming Policies for graduation and Special Programs.

Step Four: Read over the College Admissions Requirements/Information and GHS Special Programs section. Compare what is required with your own high school academic standing. Note that the requirements for attending a four year college are different from the requirements for high school graduation.

Step Five: Choose your courses using the course selection guide and grade-level registration form. Refer to your Career Cluster information, the GHS graduation checklist, the technical and 4-year college requirements, and the GHS academic course descriptions. This is your personal roadmap to get the most out of your high school years. Students without a plan often miss many wonderful high school opportunities, college experiences, and meaningful careers.

Step Six: Enter your courses online through your Infinite Campus Portal account. Contact Student Services if you need assistance.

COUNSELOR CONTACTS
Greenfield High School
4800 S. 60th Street
Greenfield, WI 53220
414-281-6200
www.greenfield.k12.wi.us

Mrs. Michelle Wauer A-Hd mwauer@greenfield.k12.wi.us Ext. 2435
Mr. James Barke He-Pe jbarke@greenfield.k12.wi.us Ext. 2436
Mrs. Molly Sroka Pf-Z msroka@greenfield.k12.wi.us Ext. 2437
STEP TWO

CAREER PATHWAY GUIDE

Review the Career Clusters to help you choose a career pathway of interest and then review the suggested courses in that pathway to help inform your course selection. Remember the expectation is that every GHS student takes at least one college level course in their career pathway before they graduate. Our goal is that every GHS student is college and career ready by graduation. Engaging in our most rigorous courses will help to prepare you to reach this goal.

Career interest inventories and further career exploration and planning can be found at https://login.xello.world. Each student has their own username and password.

Student usernames: GFIELD-graduation year1st initial last name.
Student passwords: Gsdlstudent lunch number.

Please see Student Services with questions.
CAREER CLUSTER
Agriculture, Food, and Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

TECHNICAL SCHOOL CAREERS
Agricultural Communications Specialist
Agricultural Salesperson
Food and Drug Inspector
Food Meal Supervisor
Meat Cutter-Meat Grader
Meat Processor
Produce Buyer

4-YEAR COLLEGE CAREERS
Agricultural Educator
Bacteriologist
Bioengineer
Dietician/Nutritionist
Food and Fiber Engineer
Food Scientist
Forestry
Wildlife Management

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

**EMPHASIZE:**
- Biology
- Science and Society
- Physics
- Chemistry
- Ecological Studies
- Earth and the Solar System
- Statistics and Probability

**AP Statistics**
- Calculus
- Geometry
- Trigonometry
- Foods 1, 2, 3
- Leadership

**AP Biology**

**AP Physics 1 and 2**
- Principles of Engineering
- Principles of Biomedical Sciences
- Medical Interventions
- Health Literacy
- Youth Apprenticeship

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**Do you enjoy….**
- Working with animals, soils, and plants?
- Working in the food industry?
- Being in charge of activities and people?
- Sciences such as biotechnology, aquaculture, or chemistry?
- Caring for pets, sick or injured animals, or training animals?
- Doing mechanical or physical tasks?
- Working outdoors?

**THE KEY TO YOUR FUTURE IS YOU!**
CAREER CLUSTER
Architecture and Construction
Careers in designing, planning, managing, building, and maintaining the built environment.

TECHNICAL SCHOOL CAREERS
Air Conditioner, Refrigerator and Heating
Bricklaying and Masonry
Carpentry
Construction and Remodeling
Electrician

4-YEAR COLLEGE CAREERS
Landscape Architect
Engineer
Building Inspector
Drafters
Urban and Regional Planner

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

**EMPHASIZE:**
- Algebra 1, 2
- Geometry
- Pre-Calculus

**AP Calculus**
- Accounting 1, 2
- CISCO 1, 2
- Construction 1, 2
- Leadership
- Marketing your Business
- Introduction to Business
- Statistics and Probability
- Trigonometry
- Physics
- Web Page Creation
- Welding
- 2-D Art Sampler, 2,3,4
- 3-D Art Sampler , 2,3,4
- Photography
- Introduction to Engineering and Design
- Principles of Engineering
- Civil Engineering and Architecture
- Architecture
- Yearbook 1, 2
- AP Physics 1
- AP Physics 2
- AP US History
- Youth Apprenticeship

Do you enjoy....
- Designing?
- Working in the outdoors?
- Working with your hands?
- Physical Labor?
- Planning and organizing?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
ARTS, A/V Technology, and Communications
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

<table>
<thead>
<tr>
<th>TECHNICAL SCHOOL CAREERS</th>
<th>4-YEAR COLLEGE CAREERS</th>
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<tbody>
<tr>
<td>Associate Producer</td>
<td>Architectural Designer</td>
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<tr>
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<td>Artist</td>
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<td>Commercial Artist</td>
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<tr>
<td>Disc Jockey</td>
<td>Dancer</td>
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<tr>
<td>Floral Designer</td>
<td>Writer/ Journalist</td>
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<tr>
<td>Instrument Repairer</td>
<td>Music/Art Teacher</td>
</tr>
<tr>
<td>Interior/Fashion/Web Designer</td>
<td>Interior/ Fashion/ Web Designer</td>
</tr>
<tr>
<td>Photographer</td>
<td>Photographer</td>
</tr>
</tbody>
</table>

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

**EMPHASIZE:**
- 2-D Art 1, 2, 3, 4, 5, 6
- 3-D Art 1, 2, 3, 4, 5, 6
- Computer Graphics 1, 2, 3, 4
- Photography 1, 2, 3, 4

**AP 2D Design-Drawing or Photography**
- Interior Design
- Fashion Design
- Creative Writing
- Web Page Design
- Leadership
- Yearbook 1, 2
- Theatre 1, 2
- Technical Theatre
- Speech
- Guitar
- Piano Keyboard
- A Survey of Music
- Music Theory
- Mixed Choir/Concert Choir
- Symphonic Band
- Wind Ensemble
- Introduction to Engineering Design

**AP Psychology**
- Youth Apprenticeship

Do you enjoy….
- Making speeches, debating, participating in forensics, or broadcasting?
- Using creative abilities?
- Entertaining others?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Business, Management, and Administration

Business Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

TECHNICAL SCHOOL CAREERS

Accountant
Administrative Assistant
Computer Operator
General Manager
Insurance Agent
Real Estate Broker
Tax Preparer

4-YEAR COLLEGE CAREERS

Accountant (CPA)
Advertising Manager
Bank Officer
Business Teacher
Computer Consultant
Human Resources Manager
Systems Analyst

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Accounting 1, 2
CISCO 1, 2
Computer Graphics 1, 2, 3, 4
Computer Programming 1, 2
Marketing Your Business
Introduction to Business
Sports and Entertainment Marketing
Personal Finance
Web Page Creation
Speech
Leadership
Spanish 1, 2, 3, 4
German 1, 2, 3, 4, 5
Youth Apprenticeship

AP Calculus
AP Statistics
AP Psychology
AP Economics
AP Spanish
AP Computer Science
Youth Apprenticeship

Do you enjoy…

● Analyzing and organizing?
● Leading people and making decisions?
● Team activities?
● Competing with others?
● Using your persuasive abilities?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Education and Training
Planning, managing, and providing education and training services, and related learning support services.

TECHNICAL SCHOOL CAREERS
Preschool Teachers
Childcare Worker
Barbering/Cosmetology Specialist
Instructional Assistant

4-YEAR COLLEGE CAREERS
Teachers
College Professors
Educator Administrators
Financial Aid Advisor

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

**EMPHASIZE:**
Parenting and Child Care
Assistant Child Care Worker
Speech
Sociology
Psychology
World Affairs
Web Page Creation
Marketing Your Business
Personal Finance
Health Literacy
Leadership
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4
AP Spanish

AP Courses related to content interest
2-D Art 1, 2, 3, 4, 5, 6
3-D Art 1, 2, 3, 4, 5, 6
Computer Graphics 1, 2, 3, 4
Photography 1, 2, 3, 4

Do you enjoy...
● Helping others learn?
● Presenting before a large group?
● Working with children or young adults?
● Using creativity and leadership to motivate young minds?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Finance
Planning, services for financial and investment planning, banking, insurance, and business financial management.

TECHNICAL SCHOOL CAREERS
Accounting Assistant
Administrative Assistant
Customer Information Specialist
Real Estate Agent
Retail Management

4-YEAR COLLEGE CAREERS
Accountant
Financial Manager
Actuaries
Loan Officer
Insurance Underwriter

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Accounting 1, 2
Introduction to Business
Marketing your Business
Personal Finance
Leadership
Web Page Creation
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4
AP Spanish
Algebra 1, 2
Geometry
Trigonometry
Statistics and Probability
AP Statistics
Pre-Calculus
AP Calculus
AP Economics
Youth Apprenticeship

Do you enjoy…
● Working in an office setting?
● Working on a computer?
● Working with numbers?
● Working with people?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Government and Public Administration
Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

TECHNICAL SCHOOL CAREERS
Paralegal
Bilingual Office Assistant
Human Resources
Law Enforcement

4-YEAR COLLEGE CAREERS
Federal Bureau Investigator
Forensics
Lawyer
Accountant

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
American Government
Economics
Spanish 1, 2, 3, 4
AP Spanish
German 1, 2, 3, 4, 5
Introduction to Business
Marketing your Business
Personal Finance
Accounting 1, 2
Web Page Creation
Speech
Leadership
Chemistry
AP Chemistry
Physics
AP Physics 1
AP Physics 2
Sociology
Psychology
World Affairs
AP Statistics
AP Human Geography
AP Psychology
AP Economics

Do you enjoy…
● Solving problems?
● Current events?
● Helping others?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Health Science
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

TECHNICAL SCHOOL CAREERS
Dental Hygienist
Emergency Medical Technician
Lab Technician
Licensed Practical Nurse (LPN)
Physical Therapy Assistant
Radiographer
Veterinarian Assistant

4-YEAR COLLEGE CAREERS
Athletic Trainer
Chiropractor
Dietician
Dentist
Pharmacist
Physician’s Assistant
Physician

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

**EMPHASIZE:**
- Biology
- Chemistry
- Human Anatomy and Physiology
- Medical Terminology
- Physics
- Statistics and Probability/AP
  - Trigonometry
  - Pre-Calculus
- **AP Calculus**
- Parenting & Child Care
- Assistant Childcare Teacher
  - Speech
  - Leadership
- Physical Education
- Psychology/AP Psychology
  - Sociology
  - Spanish 1, 2, 3, 4
- **AP Spanish**
  - German 1, 2, 3, 4, 5
  - Youth Apprenticeship
- **AP Biology**
  - Principles of Biomedical Sciences
  - Medical Intervention
  - Youth Apprenticeship

Do you enjoy…
- Doing volunteer work in the community?
- Working with people who are injured or sick?
- Promoting wellness lifestyles?
- Working in a medical setting?
- Helping people solve problems?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Hospitality and Tourism

Hospitality and Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.

TECHNICAL SCHOOL CAREERS
Chef
Casino Management
Hotel/Restaurant Manager

4-YEAR COLLEGE CAREERS
Marketing Manager
Recreation Director
Executives

RECOMMENDED GHS COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Foods 1, 2, 3
Interior Design
Speech
Yearbook 1, 2
Leadership
Introduction to Business
Marketing your Business
Sports and Entertainment Marketing
Personal Finance
Accounting 1, 2
Web Page Creation
Physical Education
Youth Apprenticeship
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4

AP Spanish
AP Human Geography
AP Economics
AP Statistics

Do you enjoy...
● Working with others?
● Travel?
● Creativity?
● Organization and planning?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Human Services
Preparing individuals for employment in career pathways that relate to families and human needs.

TECHNICAL SCHOOL CAREERS
- Caterer
- Firefighter
- Funeral Director
- Police Officer
- Paralegal
- Flight Attendant
- Travel Agent

4-YEAR COLLEGE CAREERS
- FBI Agent
- School Counselor
- Lawyer
- Psychologist
- Recreation Director
- Social Worker
- Teacher

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
- Speech
- Sociology
- Psychology

AP Psychology
AP Economics
AP European History
AP Human Geography
- Web Page Creation
- Parenting and Child Care
- Assistant Childcare Teacher
- Health Literacy
- Leadership
- Statistics and Probability

AP Statistics
Biology
AP Biology
World Affairs
American Government
- Spanish 1, 2, 3, 4

AP Spanish
German 1, 2, 3, 4, 5

Do you enjoy...
- Helping and providing service to other people?
- Helping others learn new things or acquire information?
- Relating to other people and studying how society works?
- Sharing ideas with other people?
- Working as part of a team?
- Being in charge of planned activities?
- Volunteering or serving your community, state, or nation?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Information Technology
Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

TECHNICAL SCHOOL CAREERS
Application Developer
Computer Service Technician
Computer Programmer/Analyst
Game Design
Telecommunication Technician

4-YEAR COLLEGE CAREERS
Computer Science
Network Designer
Digital Arts and Animation
Engineer
Imaging Media

GHS RECOMMENDED COURSES

ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Introduction to Business
Marketing Your Business
Sports and Entertainment Marketing
Accounting 1, 2
Personal Finance
Web Page Creation
Computer Programming 1, 2

AP Computer Science
Computer Graphics 1, 2, 3, 4
CISCO 1, 2
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4

AP Spanish
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture
Speech
Creative Writing
Leadership
Youth Apprenticeship

Do you enjoy…

● Computers?
● Gaming?
● Problem solving?
● Creativity?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Law, Public Safety, Corrections, and Security
Planning, managing, and providing legal, public safety, protective services, and homeland security; include professional and technical support services.

TECHNICAL COLLEGE CAREERS
Police Officer
Firefighter
Emergency Medical Technician
Military
Judicial Reporter

4-YEAR COLLEGE CAREERS
Lawyer
Police Chief
Courtroom Judge
Forensic Scientist
Federal Bureau Investigator

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
American Government
Medical Terminology
Human Anatomy and Physiology
Principles of Biomedical Sciences
Medical Intervention
Psychology
AP Psychology
Sociology
World Affairs
ROTC
Speech
Health Literacy
Leadership
Spanish 1, 2, 3, 4
German 1, 2, 3, 4, 5
AP European History
AP Biology
AP Physics 1
AP Physics 2
AP Chemistry
AP Spanish

Do you enjoy…
● Helping others?
● Making quick decisions?
● Debate/Forensics?
● Solving problems?
● Caring for the safety and security of the public domain?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Manufacturing
Planning, managing, and performing the processing of materials into intermediate or final products. Related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

TECHNICAL COLLEGE CAREERS
Appliance Technician
Tool & Die
Welder
Jewelry Fabrication
Industrial Mechanic

4-YEAR COLLEGE CAREERS
Production/Plant Manager
Human Resource
Industrial Engineer
Mechanical Engineer
Chemical Engineer

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Leadership
Chemistry
AP Chemistry
Physics
AP Physics 1
AP Physics 2
Algebra 1, 2
Geometry
Trigonometry
Statistics and Probability
AP Statistics
Computer Programming 1, 2
AP Computer Science
Pre-Calculus
AP Calculus
Welding
Construction 1, 2
Introduction to Engineering and Design
Principles of Engineering
Civil Engineering and Architecture
Architecture
Youth Apprenticeship

Do you enjoy…
● Working with your hands?
● Supervising others?
● Problem solving?
● Creativity?
● Analyzing how products operate?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER
Marketing, Sales, and Service
Planning, managing, and performing marketing activities to reach organizational objectives.

TECHNICAL COLLEGE CAREERS
Fashion Marketing
Real Estate
Retail Management
Interior Design

4-YEAR COLLEGE CAREERS
Marketing Director
Fashion Design
Athletic/Sports Agent
Buyer/Purchaser

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Introduction to Business
Personal Finance
Marketing Your Business
Sports and Entertainment Marketing
Web Page Creation
Leadership
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4
AP Spanish
Speech
Psychology
AP Psychology
AP Economics
Sociology
Fashion Design
Interior Design
AP Statistics
Youth Apprenticeship

Do you enjoy…
- Creativity?
- Problem Solving?
- Making decisions?
- Working with others?
- Sales?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER  
Science, Technology, Engineering, and Mathematics
Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, research, and development services.

TECHNICAL SCHOOL CAREERS
Aerospace Technician
Appliance Repairer
Auto Body Repair
Building Inspector
Computer Aided Machinist
Electronics Repairer
Surveyor

4-YEAR COLLEGE CAREERS
Aeronautical Engineer
Architect
City Planner
Engineer
Marine Biology
Meteorologist
Technology Education Instructor

GHS RECOMMENDED COURSES
ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
  Speech
  Economics
  Computer Graphics 1, 2, 3, 4
  Computer Programming 1, 2
  AP Computer Science
  German 1, 2, 3, 4, 5
  Spanish 1, 2, 3, 4
  AP Spanish
  Web Page Creation
  Statistics and Probability/AP
  Trigonometry
  Pre-Calculus
  Calculus/AP
  Biology/AP
  Chemistry/AP
  Physics/AP 1 and 2
  Earth and the Solar System
  Principles of Biomedical Science
  Welding
  Construction 1, 2
  Introduction to Engineering and Design
  Principles of Engineering
  Civil Engineering and Architecture
  Architecture
  ROTC
  Leadership
  Youth Apprenticeship

Do you enjoy…
  ● Figuring out how things work?
  ● Working with your hands, assembling, building, or repairing things?
  ● Drawing detailed plans or patterns or working with blueprints?
  ● Working with computers, robots, or computer controlled machines?

THE KEY TO YOUR FUTURE IS YOU!
CAREER CLUSTER

Transportation, Distribution, and Logistics
Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. Related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

TECHNICAL COLLEGE CAREERS
Air Force Mechanic
Truck Driver
Pilot
Logistical Planner

4-YEAR COLLEGE CAREERS
Air Traffic Controller
Industrial Engineer
City Planner
Civil Engineer

GHS RECOMMENDED COURSES

ALL CORE ACADEMICS (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES)

EMPHASIZE:
Construction 1, 2
Algebra 1, 2
Geometry
Trigonometry

Statistics and Probability/AP
Computer Programming 1, 2

AP Computer Science
Pre-Calculus
AP Calculus
Chemistry

AP Chemistry
Physics
AP Physics 1
AP Physics 2

Science and Society
Ecological Studies
Earth and the Solar System
Introduction to Engineering and Design

Principles of Engineering
Civil Engineering and Architecture

AP Human Geography

AP Economics
ROTC
Leadership

Do you enjoy...
● Working outdoors?
● Travel?
● Computers?
● Mass transit?

THE KEY TO YOUR FUTURE IS YOU!
STEP THREE

COMPREHENSIVE CAREER DEVELOPMENTAL PHILOSOPHY AND GRADUATION/CAREER REQUIREMENTS
COMPREHENSIVE CAREER DEVELOPMENTAL PHILOSOPHY
A MESSAGE FOR THE STUDENT...

The Academic and Career Planning Guide is designed to assist you as you plan for your high school education and post-secondary goals. It is our mission that:

- Students will acquire the self-knowledge necessary to make informed career decisions.
- Students will understand the relationship between educational achievement and career development.
- Students will employ career management strategies to achieve future career success and satisfaction.

You will collaborate and document academic progress and career plans with your School Counselor throughout your high school career. In essence, this Academic and Career Planning Guide provides the framework for determining a course of study that matches your career goals for life after high school. Choosing high school courses involves more than meeting graduation requirements and random elective courses. GHS requires you to use the scheduling process to plan a 4-year foundation that can springboard you into a meaningful career field. This booklet is intended to be used by you, and your parents/guardians, resulting in a valuable high school experience. Listed below are some suggestions to help you prepare for the future, particularly for college or technical vocational training.

1. **Know yourself:** Achievement, abilities, interests, and ambitions are important factors. Initiative, responsibility, and personality will determine your degree of success.

2. **The world of work:** Explore the many occupational fields. Evaluate this information as it relates to your self-evaluation. The *U.S. Department of Labor’s Occupational Outlook Handbook:* [www.bls.gov](http://www.bls.gov) is a document that gives information covering 250 occupations. Career interest inventories and further career exploration and planning can be found at [www.login.xello.world](http://www.login.xello.world) Each student has their own username and password.

   Student usernames are: GFIELD-graduation year 1st name initial last name.
   Student passwords are: Gsdstudent lunch number.

   Please see Student Services with questions.

3. **Plan for your vocation as early as possible:** Start planning your future upon entering high school. Find out all you can about various occupations by talking to people, and asking teachers about jobs that appeal to you.

4. **Plan your high school program:** Certain courses are required for entrance to college.

   **A MESSAGE FOR THE PARENT/GUARDIAN...**

Incoming 9th grade students and parents received information about the importance of careful course selections and career planning during Freshman Orientation of your student’s eighth grade year. Currently enrolled students received information at GHS from their school counselor in large group settings and individual meetings. Throughout your student’s high school career, the four year plan is updated in meetings with the student, parent/guardian, and counselor. Parents are encouraged to be a part of this planning and are invited to meet individually with their son or daughter and school counselor. Final decisions on course selections are the students and parents, including decisions regarding Advanced Placement classes. Advanced Placement courses are calculated on a weighted grade-point-average scale. It is the students’ and parents’ responsibility to calculate the impact of Advanced Placement course selections with respect to class rank and GPA throughout the student’s high school career.
Traditionally, students will attend high school for four years in grades 9-12 (8 semesters) successfully completing all the established requirements. Special Education students must meet requirements as identified by their Individual Education Plan (IEP). Each student is to carry at least 6 credits each year with a minimum of 6 classes per semester and must complete 8 semesters of full attendance, unless released under School Board Policy 5464/Early Graduation. Information is available in the Student Services Department. Early Graduation requests must be made no later than the end of the 3rd quarter of a student's junior year.

It is the policy of the School District of Greenfield, Wisconsin that the following are the requirements for graduation from Greenfield High School:

- It is highly recommended that each student carry a minimum of six (6) credits per year with a minimum of six (6) classes per semester and must complete eight semesters of full attendance, unless released under Policy 5464 (Early graduation).

### ENGLISH
- English 9: 1 credit
- English 10: 1 credit
- English 11: 1 credit
- English 12: 1 credit

### MATHEMATICS
- Algebra: 1 credit
- Geometry: 1 credit
- Algebra 2 or Math elective: 1 credit

### PHYSICAL EDUCATION
- P.E. 9: .5 credit
- P.E. 10: .5 credit
- P.E. Junior or Senior Elective: .5 credit

### SCIENCE
- Biology: 1 credit
- Physical Science: 1 credit
- Junior Science Elective: 1 credit

### SOCIAL STUDIES
- “World/Global” Elective: .5 or 1 credit
- U.S. History: 1 credit
- U.S. History 45: .5 credit
- Economics: .5 credit
- Social Studies Elective: .5 or 1 credit

### OTHER REQUIRED
- Health: .5 credit
- Electives: 7.5 credits

In alignment with Policy 5460 – Graduation Requirements: Each student must meet the above 23 credit graduation requirements prior to participation in Greenfield High School's Graduation Ceremony.
### Four Year Plan

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (1.0)</td>
<td>English (1.0)</td>
<td>English (1.0)</td>
<td>English (1.0)</td>
</tr>
<tr>
<td>Math (1.0)</td>
<td>Math (1.0)</td>
<td>Math (1.0)</td>
<td></td>
</tr>
<tr>
<td>Science (1.0)</td>
<td>Science (1.0)</td>
<td>Science (1.0)</td>
<td></td>
</tr>
<tr>
<td>Social Studies (0.5-1.0)</td>
<td>Social Studies (1.0)</td>
<td>Social Studies (1.0)</td>
<td>Social Studies (0.5-1.0)</td>
</tr>
<tr>
<td>Health (0.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 9 (0.5)</td>
<td>PE 10 (0.5)</td>
<td>PE (0.5)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits per year:  
- Grade 9: 6.0-7.0 credits  
- Grade 10: 6.0-7.0 credits  
- Grade 11: 6.0-7.0 credits  
- Grade 12: 5.5 -7.0 credits  

**Total Credits needed for Graduation: 23**
1. Each student must earn the 23 credit graduation requirements prior to participation in the graduation ceremony. (Policy 5460). 0.5 credit is earned for classes that meet for a semester and students must attain a grade of D- or better.

   All course selections, unless otherwise indicated, are offered for each school year; however, enrollment must be sufficient for the course to be taught.

Each student is to carry at least 6 credits each year with a minimum of 6 classes per semester and must complete 8 semesters of full attendance, unless released under School Board Policy 5464/Early Graduation. Information is available in the Student Services Department. Early Graduation requests must be made no later than the last day before spring break of a student’s junior year.

Permanent Record
A permanent record is maintained on each student containing the following information: student name, dates of enrollment, courses taken, final grades received, credits earned, attendance, cumulative grade point average, and rank in class.

Transcripts
A transcript is used for college/technical school applications, job applications, scholarship applications, military enlistment, pre-trial/security clearance investigations, etc. A transcript is official if signed and sealed by the high school and mailed directly to the college, employer, etc. If a student hand carries a copy of their transcript to a prospective school or employer, the record must be stamped “unofficial”. Senior students receive three transcripts for free then are charged $1.00 per transcript. Graduates will be charged $3.00 per transcript request. Transcripts will not be released until all student obligations, including financial, have been met.

A transcript may not be released without written authorization from the student (if 18 years or older) or from a parent/guardian (if student is a minor). Written authorization for release of transcript records must be provided to the Student Services Office. A separate form must be completed for each transcript needed. Release forms are available in the Student Service Office.

Course Selections
All course selections are considered final when they are submitted in February. Drop forms to move to a study hall will be available the first week of the semester. NO changes will be made for lunches or elective for elective. Any changes made after the first week of the semester will result in an “F” for the semester grade.
Current Weighted Grade Policy for all students.
The following weighted scale will be used to calculate GP for Advanced Placement classes taught by Greenfield High School teachers or recognized staff:

<table>
<thead>
<tr>
<th>Standard Scale</th>
<th>AP Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>A- = 3.67</td>
<td>4.67</td>
</tr>
<tr>
<td>B+= 3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>B = 3.00</td>
<td>4.00</td>
</tr>
<tr>
<td>B- = 2.67</td>
<td>3.67</td>
</tr>
<tr>
<td>C+= 2.33</td>
<td>3.33</td>
</tr>
<tr>
<td>C = 2.00</td>
<td>3.00</td>
</tr>
<tr>
<td>C- = 1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>D+= 1.33</td>
<td>2.33</td>
</tr>
<tr>
<td>D = 1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>D- = .67</td>
<td>1.67</td>
</tr>
<tr>
<td>F = 0</td>
<td>0</td>
</tr>
</tbody>
</table>

Advanced Placement classes are defined as those endorsed by the College Board.

These classes provide those students who are inspired, motivated, and advanced the opportunity to try college-level curriculum at the high school level. Students who elect to enroll in AP courses receive high school credit as well as the potential to earn college credit. Please be advised that AP classes are more rigorous, demanding, and require more outside class work than non-AP classes. The College Board sets the academic standards for all AP classes. Thousands of colleges worldwide will award credit or advanced placement to students who receive a “qualifying” grade on the AP exam. Many of the AP courses require students to complete a summer course preparation assignment in order to ensure student success in the course. Please see your counselor for more details.

**AP EXAMS:** The College Board administers AP exams to hundreds of thousands of high school students throughout the nation each spring. GHS students are encouraged to take the exam, although it is not mandatory. The exams are given in May on designated school days. The current cost is $94.00 for each subject. While AP exams are open to any student who registers by the deadline, it is very difficult to score well without having been enrolled in a certified AP course.

Students who take courses extending beyond GHS’s AP track from accredited institutions of higher education through the Youth Options Program also qualify for the AP Grading Scale beginning with the class of 2014.

**Note:** AP class offerings may vary from year to year based upon student enrollment. Typically, GHS has offered the following AP courses:

- AP Biology
- AP Calculus AB
- AP Chemistry
- AP Computer Science
- AP English Language
- AP English Literature
- AP European History
- AP Human Geography
- AP Spanish Language and Culture
- AP Studio Art: 2D Design-Drawing/Painting
- AP Studio Art: 2D Design-Photography
- AP Statistics
- AP U.S. History
- AP Economics-Macro and Micro test
- AP Psychology
Cum Laude Graduation Recognition
Starting with the graduating class of 2021 and beyond the Cum Laude system will be in place for recognition at graduation. Qualifications for the Cum Laude system include:

1. Earn at least 26 credits
2. Earn a 3.8 GPA or higher (all GPA calculation based on current GPA structure.)
   * Cum Laude – 3.8 GPA with successful completion of at least “one” Advanced Placement Course
   * Magna Cum Laude – 4.0 GPA with successful completion of at least “three” Advanced Placement Courses
   * Summa Cum Laude – 4.2 GPA or higher with successful completion of at least “five” Advanced Placement Courses
3. Receive no academic integrity violations
4. Perform a minimum of 60 community service/volunteer hours
5. Participate in a co-curricular for a minimum of three years during high school
STEP FOUR

College Admissions Requirements and GHS Special Programs
The University of Wisconsin system requires a minimum of 17 high school credits distributed as follows:

<table>
<thead>
<tr>
<th>Core College Preparatory Credits</th>
<th>13 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Credits</th>
<th>4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>4 credits (four additional courses must be taken from: English, math, science, social studies, foreign language, fine arts)</td>
</tr>
</tbody>
</table>

* **English courses** accepted as college preparatory credits should emphasize an understanding of composition, literature, and rhetoric.

* **Mathematics courses** include algebra, geometry and all other mathematics course requiring algebra or geometry as prerequisite.

* **Social Science courses** include history, political science, geography, and theoretical studies of culture, economics, and human behavior and societies.

* **Science courses** include biology, chemistry, physics, earth science, physical science, and all other courses that emphasize theory and have a significant laboratory component.

* **Elective credits** include additional core college preparatory credits, foreign language, fine arts, computer science, and other academic areas.

PLEASE NOTE: Specific admission requirements vary from college to college. Class ranks, grade point average, breadth and rigor of courses selected, participation in extra-curricular and community service activities, and college entrance test scores (ACT) are all considered in the admission process.

FOREIGN LANGUAGE REQUIREMENTS: Some colleges require a foreign language as part of their entrance requirements. UW-Madison requires a three to four consecutive years of a single foreign language as an entrance requirement. UW-Milwaukee and UW-LaCrosse strongly recommend at least two consecutive years of a single foreign language but do not require it. Be sure to check the admission requirements for the specific colleges you are interested in, as multiple other universities have specific recommendations regarding foreign language. Many colleges include a foreign language as a degree requirement and the credits earned in high school may be used to fulfill or partially fulfill this requirement. Students continuing in the same foreign language at many colleges can apply for retroactive credits for the classes they have already completed in high school.

STANDARDIZED TEST REQUIREMENTS: The UW-System and Private Colleges require the ACT or SAT test results. Take the ACT or SAT in the spring of your junior year, and have your scores sent to the campuses you are interested in attending. Visit uwhelp.wisconsin.edu/actsatfaq for ACT/SAT details.

ACT Preparation: GHS highly recommends that students consider enrolling in ACT prep courses offered by private vendors. These courses are available for a fee but offer intense ACT preparations for your student over a longer duration. There are ACT test prep resources available to check out in Student Services also.

Though ACT prep courses are a very important part of ACT success, remember that the best way to ensure ACT success for your student is to have them engage in the most rigorous GHS coursework available throughout their high school career. ACT preparation begins with the course selection process.

**University of MN requires 1.0 credit Fine Arts, 4.0 credits of Math & 2.0 credits Foreign Language for admission**
### Core Courses
- NCAA Divisions I and II require **16 core courses**. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require **10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
- Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

### Test Scores
- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA).
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68. **Division II** uses a sliding scale to match test scores and core-course grade-point averages (GPA).
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

### Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** GPA required to be eligible for competition is 2.300 (corresponding test-score requirements are listed on the Sliding Scale).
- **The Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200.
- **Division II** core GPA required to receive athletics aid and practice as a partial qualifier is 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

### Division I
<table>
<thead>
<tr>
<th>Core Courses</th>
<th>16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td>4 years of English.</td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td>3 years of English.</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>2 years of social science.</td>
<td>3 years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>2 years of social science.</td>
</tr>
</tbody>
</table>

### Division II
<table>
<thead>
<tr>
<th>Core Courses</th>
<th>16 Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English.</td>
<td>3 years of English.</td>
</tr>
<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
<td>2 years of mathematics (Algebra I or higher).</td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
</tr>
<tr>
<td>3 years of additional English, mathematics or natural/physical science.</td>
<td>3 years of additional English, mathematics or natural/physical science.</td>
</tr>
<tr>
<td>2 years of social science.</td>
<td>2 years of social science.</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).</td>
</tr>
</tbody>
</table>
The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from this school:

### ENGLISH
- English 9, 10, 11, 12
- AP Eng. Lang. & Comp.
- AP Eng. Lit. & Comp.
- Honors English 9, 10
- Mystery/Sci.Fiction & Horror

### SOCIAL SCIENCE
- American Government
- Economics
- AP European History
- Psychology
- Sociology
- U.S. History
- U.S. History 45
- AP U.S. History
- World Affairs
- World History
- Global Studies
- Honors US 45
- AP Psychology
- AP Human Geography

### MATHEMATICS
- Algebra 1
- Algebra 2
- AP Calculus
- Geometry
- Honors Geometry
- Pre-Calculus
- Statistics and Probability
- Trigonometry
- AP Statistics and Probability

### NATURAL/PHYSICAL SCIENCE
- Biology
- AP Biology
- Chemistry
- AP Chemistry
- Honors Biology
- Honors Chemistry
- Human Anatomy and Physiology
- Intro Chemistry
- Intro Physics
- Physics
- AP Physics 1 & 2
- Ecological Studies
- Science & Society
- Earth and the Solar System

### ADDITIONAL COURSES
- German 1, 2, 3, 4, 5
- Spanish 1, 2, 3, 4
- AP Spanish

It is the student athlete’s and their parents/guardians’ responsibility to choose coursework that meets NCAA Clearinghouse Requirements. It is also the student’s responsibility to be aware of GPA requirements of the NCAA. There is a $90 registration fee to register with the NCAA Clearinghouse. Please visit [http://www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information.
ALTERNATE PHYSICAL EDUCATION
Students may apply for an alternative 0.5 credit as a sophomore, junior or during the first semester of their senior year. To qualify for the 0.5 credit, a student must take part in an organized sport in which the practices and competitions exceed a total of 75 hours (all GHS teams meet this requirement). If a student is interested in this alternative option, they must fill out a contract prior to the start of the season. If a student is injured during the season and does not complete the season, is deemed academically ineligible to compete or has a violation of the athletic code, they will not receive the 0.5 credit in physical education. This course is not letter graded but will be assigned a satisfactory (S) or unsatisfactory (U) grade. S/U grades will not affect your GPA. A student may elect the 0.5 Alternative PE credit option one time. Students must take an additional 0.5 credits in English, social studies, mathematics, science or health education in place of the physical education 0.5 credits. If you are interested in this option, please see the GHS Athletic Director for a contract and verification form.

GIFTED AND TALENTED PROGRAM
The purpose of Greenfield High School’s gifted and talented programming is to provide students who are intellectually, creatively, or academically able with extensions for their learning. Programming will also address the unique needs of leaders and students gifted in the visual and performing arts. It will provide a variety of educational experiences beyond those normally provided.

The concept requires that the talent potential of all children is consistently and continuously assessed for the purpose of appropriate instruction, thus providing continuous and systematic programming options which will better assure equality of opportunity for all students. The program is designed to be inclusive, allowing more students the opportunity to opt in and out of programming options.

It begins in a regular classroom with differentiation of the regular curriculum to meet learning styles and abilities of each student. It may include participation in small groups designed to meet the specific needs of gifted and talented students. If appropriate, specialized classes and co-curricular offerings are available to offer a better match between ability and learning. Accelerated, advanced placement programs, electives, and courses at nearby colleges and universities are among the curriculum options available for the gifted and talented students.

SPECIAL EDUCATION
Greenfield High School provides a wide range of services for students classified as having exceptional educational needs. Formal on campus programs with certified staff, are offered for students in the following areas: Cognitively Disability (mild/severe), Specific Learning Disabilities, Emotional/Behavioral Disabilities, and Speech/Language. Students with disabilities in other areas, such as vision or hearing are provided with services on an individual basis. Student entry into a special education program is through the referral and assessment process. Referrals can be initiated by staff members, parents or other concerned individuals. All phases of the special education assessment and programming are conducted in conformity with IDEA (Individuals with Disabilities Education Act). For special education classes, see special education registration handbook.

INDEPENDENT STUDY
Independent Study classes provide able learners with an opportunity to pursue their studies in course offerings which go beyond the regular classroom curriculum. Independent Study will allow students, together with their teacher/mentors, an opportunity to design a specialized course of study with greater depth or breadth than found in the regular classroom. Students may earn up to 1.0 credit for an Independent Study class. Independent Study contracts are available in the Student Service Center.

SATISFACTORY/UNSATISFACTORY GRADING SYSTEM
Greenfield High School students have the option to take certain courses on a Satisfactory/Unsatisfactory grading system as long as it is in addition to the five (5) required credits per year. A student will receive full credit for a Satisfactory/Unsatisfactory course and the S/U grade will be included on the report card and permanent record, but the S/U grade will not be included in the grade point average but may affect rank in class. (Students must have earned at least a "C" average in the class to receive an "S" grade. If grades average below a "C" a "U" for Unsatisfactory and no credit will be recorded).

ENGLISH LEARNERS (EL)
The English Learners (EL) Program is designed to service students whose first language is one other than English. These students come from diverse countries, speaking a variety of languages. The EL Program introduces students to the form, meaning, and usage of basic structures in English. Although the focus is on grammar, it promotes the development of reading, writing and speaking. Furthermore, the EL Program provides support for students’ social, cultural, and educational needs.

SCHOOL SERVICE
At Greenfield High School, opportunities exist for students to provide services which benefit other students and staff. You are allowed to do only one school service per semester. Once you receive your schedule at the beginning of the year contact Student Services to find out availability.
TEACHING ASSISTANT
Students who serve as Teaching Assistants to departments, individual teachers and/or administrators perform tasks described by teacher/administrator. For example, a student may set up labs, assist in writing protocols or assist in organizing projects. Teacher assistant positions are in place of a study hall and are non-credit bearing. Teacher assistant applications are located in the Student Services Office.

ALTERNATIVE GREENFIELD HIGH SCHOOL
The GHS Alternative School has been established in order to provide an alternative environment to students whose educational needs are not being satisfied in a traditional school setting. It is the mission of GHS Alternative to meet those needs, while promoting social, academic, and vocational advancement. The Alternative School will apply non-traditional techniques to provide opportunities for their success.

CREDIT RECOVERY
Credit Recovery provides identified learners an opportunity to remediate coursework through computer-based instruction. Credit recovery students work independently in a small group environment and are able to receive teacher instruction as needed. Students can only work on courses that they have been previously unsuccessful in. If a student is unsuccessful with the credit recovery course, they will be expected to remediate the course in the traditional setting. The goal of Credit Recovery is to empower students to take personal responsibility and recover credits while maintaining active participation in the traditional school setting.

PART-TIME OPEN ENROLLMENT: Eligible high school students will be permitted to attend up to two courses at a time in a nonresident school district. This is open to public school districts only. Please see your school counselor for information.

EARLY COLLEGE CREDIT/START COLLEGE NOW PROGRAMS
Applications for the Start College Now and Early College credit programs are due to student services by March 1st for enrollment in the fall semester and October 1st for the spring semester.

Early College Credit: This program is open to public and private high school students grades 9-12. This program only applies to courses at the UW System, Tribal Colleges and Private Non-profit Institutions of Higher Education. Students may take up to 18 college credits throughout their high school career.

Start College Now: Allows 11th and 12th grade students to attend courses at a technical college. Technical colleges will work individually with school districts. Students may take up to 18 college credits throughout their high school career.

Approved courses taken at a technical school or higher count toward high school graduation as well as for college credit. Students must provide their own transportation. Course selections must be above and beyond what the student has taken at GHS.

Under Start College Now and/or Early College Credit a student may have to pay towards tuition for a college course if the school board determines the course qualifies for high school credit and is not comparable to a course already offered in the school district. If the course is approved by the school board, the student can receive both high school and college credit upon successful completion of the course. A student who successfully completes his or her high school graduation requirements will earn a high school diploma regardless of whether the requirement was met while attending the high school or a college.

Students who take courses extending beyond GHS's AP track from accredited institutions of higher education through the Early College Credit also qualify for the AP Grading Scale
Approved July, 2009

Students who are interested in the Early College Credit or the Start College Now Programs should see their school counselor for information.

CAREER FOCUSED OPPORTUNITIES

STATE CAREER CLUSTERS
Career clusters identify pathways from secondary school to two-and four-year colleges, graduate school, and the workplace, so students can learn in school and what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses. School Counselors can use career clusters to help students explore options for the future. Current information on the academic, technical, and college requirements students need for a wide range of careers can be found in the current Career Clusters Knowledge and Skills and Career Clusters Plans of Study at [www.careerclusters.org](http://www.careerclusters.org). Please review pages 5-20 and consider what cluster(s) might best suit you.
YOUTH APPRENTICESHIP PROGRAMS
These are paid, work-based opportunities that enable students, with senior status, to develop skills in their chosen career area while learning in the classroom and on the job. Upon completion of 450 hours of related work experience and completion of the Competency Checklist, students are granted a level 1 Youth Apprenticeship Certificate from the Wisconsin Department of Workforce Development. Students must provide their own transportation to the worksite. For further information see: https://dwd.wisconsin.gov/youthapprenticeship/become-youth-apprentice.htm and stop in student services to set up a meeting with the District Youth Apprenticeship Coordinator: Mr. Tom Hermann thermann@whitnall.com

INTERNSHIPS: The School District of Greenfield is working to expand internship opportunities for students at Greenfield High School. These opportunities are career focused, unpaid opportunities to gain real life experience in the student's field of choice. Current internship opportunities exist in the fields of Computer Programming and Fire Science. See your school counselor for more information.

OFF-CAMPUS COURSE OFFERINGS
The classes listed below do not include a work component. Classes are available to students with Junior or Senior status. Students must provide their own transportation to the class site. Class availability is subject to change based on space, scheduling, and location change.


For more information, contact your school counselor.

PROJECT LEAD THE WAY
Project Lead the Way Inc. (PLTW) is a non-profit organization focused on introducing and preparing high school students for engineering, biological sciences, and technical careers of the future. PLTW forms partnerships with public schools, higher education institutions, and the private sector to increase opportunities for students in engineering and technical fields. Particularly, PLTW provides a high rigor, project-based curriculum meeting national science and math standards, professional development for teachers and school counselors and a comprehensive national support network. PLTW courses are accessible to college-bound engineering and biological science students as well as students who may not have thought of college and a career in a technical field. The courses are based on problem-solving, teamwork, communication and leadership as the students also build math, science, and technology skills to prepare for and succeed in tomorrow's careers.

PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering, engineering technology and biological sciences prior to entering college.

The courses for the Engineering area are:
- Introduction to Engineering Design
- Principles of Engineering
- Civil Engineering and Architecture

The courses for the Biological Sciences area are:
- Principles of Biological Science
- Medical Intervention

Introduction at this level will attract more students to engineering and biological science and will allow students to determine if engineering and/or biological science are their desired careers. In addition, students completing PLTW classes are eligible for scholarships, credits and other considerations when applying to colleges similar but not limited to Marquette University and MSOE.

All PLTW high school courses have several underlying content areas in common. As students progress through the sequence they will become proficient in:
- Working as a contributing member of a team.
- Leading a team.
- Using appropriate written and/or visual mediums to communicate with a wide variety of audiences.
- Public speaking.
- Listening to the needs and ideas of others.
- Understanding the potential impact their ideas and products may have on society.
- Thinking.
- Problem-solving.
- Managing time, resources, and projects.
- Researching.
- Going beyond the classroom for answers.
- Data collection and analysis.
- Preparing for two and four-year college programs.
Below is a brief summary of courses offered at GHS and suggestions for enrollment:

<table>
<thead>
<tr>
<th>GHS Classes</th>
<th>Scholarship for Enrolling</th>
<th>Suggested Grade for Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freshman</td>
</tr>
<tr>
<td>Principles of Biomedical Science</td>
<td>$1200/course/yr.</td>
<td>Yes, if Top 10 in Science</td>
</tr>
<tr>
<td>Medical Intervention</td>
<td>$1200/course/yr.</td>
<td>No</td>
</tr>
<tr>
<td>Introduction to Engineering Design</td>
<td>$1200/course/yr.</td>
<td>Yes, if also enrolled in Algebra or Geometry your freshman year</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>$1200/course/yr.</td>
<td>Yes, if Top 10 in Science</td>
</tr>
<tr>
<td>Civil Engineering and Architecture</td>
<td>$1200/course/yr.</td>
<td>No</td>
</tr>
</tbody>
</table>

For more information on Project Lead the Way, visit [www.pltw.org](http://www.pltw.org).

**MATC ARTICULATED "ADVANCED STANDING" AND TRANSCRIPTED CREDIT COURSES**

A number of courses offered at Greenfield High School also earn “Advanced Standing” OR “Transcripted Credit” in Associate Degree and Diploma program at Milwaukee Area Technical College. These courses in Business Education, Family and Consumer Education, and Science and are recognized by MATC as the equivalent of some courses included in the Associate Degree or Diploma Programs. Credit for an “advanced standing” course is given when the student enrolls in the MATC program to which the GHS course relates. “Transcripted Credit” is a course that a student earns MATC credit that can be applied to an MATC program or transferred to another institute of higher learning. GHS teachers will notify students if their class is eligible for either of these programs.
GREENFIELD HIGH SCHOOL

COURSE OFFERINGS

FOR 2020-21

(BY DEPARTMENT)

All courses, including Career and Technical Education courses are available without discrimination based on sex, race, color, national origin, or disability.” (Policy 2260)
LEADERSHIP & CITIZENSHIP
AIR FORCE JROTC

Aerospace 1

Aerospace 2

Aerospace 3

Aerospace 4
LEADERSHIP & CITIZENSHIP
AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

Aerospace Science-Leadership-Wellness/Physical Training

This elective course will combine the United States Air Force Core Values of Integrity, Service and Excellence with Aerospace Science, Leadership Education, and Wellness/Physical Training to build confidence, teamwork, problem-solving abilities, leadership skills and self-discipline. The Cadets will learn about and live by an Honor Code throughout their Greenfield High career. The Mission of this program is to develop citizens of character dedicated to serving their nation and community. There is no requirement to join the military for participating in the program. Cadets will find, plan, organize and participate in numerous Service Events in the SE Wisconsin area. Community and school service projects promote good citizenship, responsibility and self-esteem. Cadets will have the opportunity to travel for various aerospace related events as well as fly on a training mission with the 128th Refueling Wing stationed at Mitchell Air National Guard Base. Cadets will wear the Air Force uniform once each week and earn ribbons and medals to wear on it. Promotions recognize cadets’ past performance and their potential for added responsibility. Cadets will learn traditional military drill maneuvers to promote teamwork, focus, attention to detail and communication. Cadets march in local parades and enjoy several evening functions including three Awards and Promotion Ceremonies and the Military Ball. As cadets progress, they assume leadership positions within the group to refine their skills and third and fourth year cadets hold key staff positions. Course work prepares cadet for military and civilian careers. Cadets earn certificates after a minimum of two years in AFJROTC which give them significant benefits if they the military after graduation. Benefits include advanced rank if enlisting in any branch of service or better access to ROTC scholarships and service academy appointments is going to college. Cadets pursuing civilian careers use their AFJROTC experience as strong support for college admission, scholarships and employment applications. Members of Kittyhawk National Air Honor Society tutor other cadets and wear an honor cord at graduation. Cadets may earn activity medals, ribbons and badges for participation in unit and school extracurricular activities including Color Guard, Drill Team, Rocket Club, Orienteering Team, community service, and other GHS clubs. Cadets successfully completing the course may attend the Leadership Laboratory School located at Scott Air Force Base, IL. The instructor’s will assist parents and guardians throughout their cadet’s high school career by mentoring and guiding these fantastic young men and women towards lives of dedication and character.

Cadets at all levels will participate in the Presidential Physical Fitness Program and be evaluated three times per year. The goal is for improvement as a healthy lifestyle is a habit and will improve a person's quality of life. Cadets will participate in different sports each Friday to improve teamwork, communication, motivation and personal health.

AEROSPACE SCIENCE 100 (AS-1), Journey into Aviation History/LEADERSHIP EDUCATION 100 (LE-1)
5811 Citizenship, Character & Air Force Tradition
5812
  1 Credit

This aviation history course focuses on the development of flight starting with ancient civilizations and progressing through to modern day. It emphasizes civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force. Concise overviews of the principles of flight include basic aeronautics, aircraft motion and control, flight power, and rockets. Cadets build model hot air balloons, paper airplanes and AlkaFuji rockets to illustrate the principles of flight and develop and present a timeline to track the progress of flight through time. Cadets visit the EAA Museum in Oshkosh WI to better understand the history of flight and envision the future of aviation. Leadership emphasizes personal development skills including personal behavior and responsibility, citizenship, elements of good followership and leadership, wear and care of the uniform, Air Force customs and courtesies, flag etiquette and basic drill and ceremonies. Focus on personal development, good decision making and high school academics are major themes stressed during the AS-1 year.

AEROSPACE SCIENCE 200 (AS-2) Cultural Science, Science of Flight/LEADERSHIP EDUCATION 200 (LE-2)
5821 Communications, Awareness & Leadership
5822
  1 Credit

  ● Second year cadets – AS-1/LE-1
  ● Third year cadets – AS-1/LE-1 and AS-3

Cadets will be introduced to various different Global Cultures to begin to foster an understanding of different cultures and customs. Global Cultures will be taught first semester and then a change to the study of flight will occur second semester. Examines the environment in which air and spacecraft operate including the atmosphere and weather; the human physiology of flight; and the principles of flight and navigation. Cadets develop a model of Earth’s atmosphere to understand the flight environment; build balloons to illustrate the principles of flight. Leadership covers effective communication skills (writing, speaking, and listening), understanding individual and group behavior, and basic leadership concepts and principles. Cadets develop the ability to command drill maneuvers. If able, cadets will visit various military installations and Wisconsin Veterans Museum in Madison help cadets understand flight operations, the Wisconsin National Guard and Wisconsin’s military history. AS-2 cadets will act as leaders at all times. They will continue to develop their character and continue their paths towards a successful life.
Examine our Solar System, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Introduces and discusses the ancient astronomers observations and techniques. Introduces and discusses the solar system and the physical properties of the planets, sun and moon. Manned spaceflight covers major milestones on Moon landings and orbiting humans and spacecraft. It covers the development of space stations, the Space Shuttle and its future, and international laws for the use of the travel in space. Cadets build model rockets to illustrate the principles of rocket flight. If financially possible, a visit to the Adler Planetarium and Museum of Science and Industry in Chicago enhances understanding of space and the programs designed to explore it. Leadership looks at Life Skills and addresses choosing career paths, the job search, financial planning, and career opportunities. Third year cadets put their leadership skills into practice by holding key senior NCO positions in the unit. Cadets refine their ability to drill and command drill maneuvers. AS-3 cadets are leaders at all times. They are accountable for their actions and lead by their positive example. They assist Senior Staff in the conduct of all cadet activities and service events. AS-3 cadets will assist junior level cadets at all times will all cadet related academics and activities.

Cadets explore management techniques, decisions, and functions as they apply to managing self and others. Cadets learn about the practice conflict management, delegation skills, problem solving, decision making, and managing self, time, information and others. Cadets plan activities and meetings and manage the group which provides the opportunity to put management theories into practice. Cadets use their leadership skills by holding key staff officers positions in the unit and acting as the cadet-in-charge at cadet events. Cadets refine their ability to command drill maneuvers and develop routines using the elements of drill for larger groups. The AS-4 cadets run the entire WI-951 Cadet Corps. They will make all decisions for service events, fundraising, and patriotic events. They will set the standard for others to follow at all times. They will demonstrate good leadership, proper conduct and a positive attitude at all times. They will assist all junior ranking cadets with every and all WI-951 related issues. AS-4 cadets will participate in both a financial management program as well as a basic survival course. Both of these programs are introductory in nature and will provide basic information for success in life.

Participation in the AFJROTC program has benefits far beyond that which can be placed on paper. Confidence, Leadership, Patriotism and Dedication are common attributes of WI-951 graduates. MSgt Olson and Lt Col Davis look forward to assisting you in raising fantastic young men and women during their Greenfield High School career.
Start at the beginning. Level your way up. Try all 4 art “strands” from 2D, 3D, Graphics to Photography. If you are planning on going on in art start Freshman year to develop a portfolio.

Most courses are semester long - except AP (Advanced placement courses).

These hands on courses allow students to explore the G21 from their own point of view. A balance of structure and freedom that increases with each level allows for student voice and choice.

8091 2-D ART SAMPLER 1  .5 Credit  ○9 ○10 ●11 ●12

Required for all other 2D classes. Take these classes in order starting with 2D 1 in whatever grade you are in.

“Art without Fear” No experience necessary. You learn what you need to know. This course covers the basic elements of art and design. This “Hands On” intro level class is suitable for students of all abilities. The course includes design projects, drawing, printmaking, collage and painting techniques. Build art confidence in a low stress environment. If you are pursuing a future in art this is where you begin to build your portfolio. Learn to Learn through Art.

8092 2-D ART 2  .5 Credit  ○9 ○10 ●11 ●12

Now that you are more courageous about creating and using strategies for getting new ideas, APPLY the skills you have been learning to express your ART VOICE. Choose how you will meet the Learning Targets. Use traditional and digital art materials in this state of the art studio. Apply what you learn through art - connect your learning.

8093 2-D ART 3  .5 Credit  ○9 ○10 ●11 ●12

Level up your ideas, independence and skills to more sustained investigations. Combine your interests and dig deeper into your own choices. Use traditional and digital art materials in this state of the art art studio. Learn to make and follow your own PLAN through Art.

8094 2-D ART 4  .5 Credit  ○9 ○10 ●11 ●12

Continue to Strive for Mastery in this advanced course. Increase your experimentation level to surprise even yourself with what you can accomplish.

Move to more choice on how you will use your studio time and what you will create. Use traditional and digital art materials in this state of the art studio. Show your VOICE through Art.

8095 2-D ART 5  .5 Credit  ○9 ○10 ●11 ●12

Show your VOICE! You have the skills to draw what you see, you are working toward more and more control and illusion of form. You can use a variety of resources and media to explore new ideas, experiment and develop your portfolio. Use traditional and digital art materials in this state of the art studio. RECOMMENDED to take to supplement AP 2D DRAWING Portfolio. Strive for Mastery through Art.

8096 2-D ART 6  .5 Credit  ○9 ○10 ●11 ●12

This course takes students to the next level in drawing, EXPRESS YOURSELF! Even if you don’t plan to go further in art, this hands on class allows you to exercise the creative side of your brain. Visual thinking skills and drawing techniques allow you
to explore your own ideas within a framework. If you are pursuing a future in art this is where you begin to build your portfolio. **RECOMMENDED** to take to supplement AP 2D DRAWING Portfolio. Strive for Mastery through Art.

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**161** ADVANCED PLACEMENT (AP) 2-D DESIGN PORTFOLIO (with an emphasis in Drawing & Painting) 1 Credit

**8462** Prerequisites: Senior Status, completion of 2D Sampler and @ 2D 2, Instructor Approval. ○9 ○10 ○11 ●12

Grow your art skills for college credit. AP2D is a course based on the design elements and principles. Students work with the instructor on the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one’s work. Students meet with the instructor at the end of their Junior year to assign summer work. Adhering to deadlines is crucial to passing this course and establishing a college credit worthy portfolio. Students will compile a portfolio of 15 progress/process works or images and 5 finished quality works to be sent into the AP College Board. AP Course fees apply, payable in October.

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**8101** 3-D ART SAMPLER 1

Required for all other 3D classes.

Take 3D classes in order starting with 3D Art Sampler 1 regardless of whatever grade you are in.

**Fun hands on intro level class suited for students of ALL abilities.**

“Art without Fear”. No experience or “Artistic talent” necessary, Honest. You can do it.

You’ll learn problem-solving techniques, useful life skills and learn that mistakes are actually a useful part of learning. A fun class where you use a variety of materials and have lots of choice. Walk away feeling you learned something all using art.

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**8102** 3-D ART 2

Prerequisites: Successful completion of 3-D Art Sampler 1

**5 Credit**

○9 ○10 ○11 ○12

**More hands on fun, taken to level 2! Still suited for students of ALL abilities.**

More “Art without Fear”. Still no “Artistic talent” necessary, Honest. You can do it. APPLY the skills you have been learning to express your ART VOICE. You’ll actually learn what you need to know. Continue to understand that mistakes are a useful part of learning! Improve your problem-solving and increase those useful life skills, all using Art. Experiment with a variety of materials. More choice. Still Fun. Walk away feeling you learned something.

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**8103** 3-D ART 3

Prerequisites: Successful completion of 3-D Art 2

**5 Credit**

○9 ○10 ○11 ○12

**More hands on fun, turned up to level 3! Still suited for students of ALL abilities.**

Still no fear or “Artistic talent” needed, Honest. You can do it.

Level up your ideas, independence and skills. Combine your interests and dig deeper into your own choices. Learn to make and follow your own PLAN through Art. Continue to understand that mistakes are a useful part of learning! Improve your problem-solving and increase those useful life skills, all using Art. Experiment with a variety of materials. Increased choice. Still Fun. Again walk away feeling you learned something.

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**8104** 3-D ART 4

Prerequisites: Successful completion of 3-D Art 3

**5 Credit**

○9 ○10 ○11 ○12

**More hands on fun, more independence! Still suited for students of ALL abilities.**

Still no fear or “Artistic talent” needed, Honest. More challenge and more rewards. You can do it.

Continue to Strive for Mastery in this advanced course and level up your ideas, independence and skills. More choices. Use a variety of materials to explore and take risks. Continue to understand that mistakes are a useful part of learning!

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**8105** 3-D ART 5

Prerequisites: Successful completion of 3-D Art 4

**5 Credit**

○9 ○10 ○11 ○12

**More hands on fun, more independence! Still suited for students of ALL abilities.**

Still no fear or “Artistic talent” needed, Honest. You can do it.

Continue to Strive for Mastery in this advanced course and level up your ideas, independence and skills. More choices. Use a variety of materials to explore and take risks. Continue to understand that mistakes are a useful part of learning!
Principles of design and focus on composition. Students are responsible for multi-tasking and meeting deadlines throughout.

More choices, more independence, more exploration. Continue to Strive for Mastery in this advanced course and level up your ideas.

Computer based intro level class suited for students of ALL abilities.
"Computer Design without Fear". No experience or “Artistic talent” necessary. Honest. You can do it. You’ll learn idea generation skills, useful life skills and learn that mistakes are actually a useful part of learning. Learn through play and exploration! A fun class where you get an introduction to PHOTOSHOP and ILLUSTRATOR and have lots of choice. Walk away feeling you learned something all using art.

Computer based learning level 2. Still suited for students of ALL abilities.
More “Computer Design without Fear”. No experience or “Artistic talent” necessary. Honest. You can do it. Continue to explore idea generation skills, useful life skills and learning that mistakes are actually a useful part of learning. More Learning through play and exploration! Continue to grow your PHOTOSHOP and ILLUSTRATOR skills using lots of choice. Walk away feeling you learned something all using art.

Computer based learning leveled up to 3. Still suited for students of ALL abilities.
More “Computer Design without Fear”. No experience or “Artistic talent” necessary. Honest. You can do it. Continue to explore idea generation skills, useful life skills and learning that mistakes are actually a useful part of learning. More Learning through play and exploration! Continue to grow your PHOTOSHOP and ILLUSTRATOR skills using lots of choice. Really explore your own VOICE. Walk away feeling you learned something all using art.

Maximum Level.
More “Computer Design without Fear”. Continue to explore idea generation skills, useful life skills and learning that mistakes are actually a useful part of learning. More Learning through play and exploration! Continue to grow your PHOTOSHOP and ILLUSTRATOR skills using lots of choice. Really explore your own VOICE. Walk away feeling proud of your hard work.

Photography 1 uses manual 35mm SLR cameras & digital manipulation as an introduction to learning the basic essentials of photography. Students establish independent skills by taking, processing and developing their own film & photographs. Problem solving & creativity are utilized as the student will learn to see the world through a photographic eye. Photo 1 will cover both the written and visual history of photography while incorporating artist presentations, a review of the elements and principles of design and focus on composition. Students are responsible for multi-tasking and meeting deadlines throughout.
the semester. Students will experience working within the Mac atmosphere with digital photography and Creative Suite introduction. All materials are provided in a supply pack that will be available the first week of class. *

8432 PHOTOGRAPHY 2
Prerequisites: Successful completion of Photography 1  
●9 ●10 ●11 ●12

Photo 2 pushes the boundaries of experimentation both within the darkroom and digital realms. Students are expected to expand their subject matter and composition along with their knowledge of the darkroom in order to begin building their portfolio. Digital manipulation advances to the next level with tutorials & experimentation taking place within Photoshop. All materials are provided in a supply pack that will be available the first week of class. *

8433 PHOTOGRAPHY
Prerequisites: Successful completion of Photography 2  
○9 ●10 ●11 ●12

This course begins to advance the digital knowledge and manipulation needed in order to build their portfolio. Students will effectively master the use of both digital and 35mm SLR cameras in order to create their desired images. Students will study a contemporary photographer in depth in order to create artwork through inspiration. Projects will consist of both digital and darkroom creation in order to advance the knowledge of both media throughout the semester. Darkroom materials are provided in a supply pack that will be available the first week of class. Students will need to provide their own flash drive in order to print digitally and store work safely. *

8434 PHOTOGRAPHY 4
Prerequisites: Successful completion of Photography 3  
○9 ●10 ●11 ●12

Photo 4 continues the building of the students' portfolio throughout both digital and darkroom spheres. Students will be expected to meet deadlines and work independently at an accelerated level throughout their compositions, image creation and final artworks. Emphasis is placed on the AP2D portfolio and building the student's work in order to enhance their image concepts and concentrations. Students need to provide their own flash drive for image storage & printing capabilities. All darkroom materials are provided in a supply pack that will be available the first week of class. *

8081 ADVANCED PLACEMENT (AP) 2-D DESIGN PORTFOLIO (with an emphasis in Photography)  
1 Credit
8082 Prerequisites: Senior Status, completion of Photo 1 & 2, must have Instructor Approval.  ○9 ○10 ○11 ●12

Grow your art skills for college credit. AP2D is a course based on the design elements and principles. Students work with the instructor on the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Students meet with the instructor at the end of their Junior year to assign summer work. Adhering to deadlines is crucial to passing this course and establishing a college credit worthy portfolio. Students will compile a portfolio of 15 progress/process works or images and 5 finished quality works to be sent into the AP College Board. AP Course fees apply, payable in October.*

*Extra Photo supply packs & materials are available for purchase throughout the semester when necessary. Approximate costs start at $30.00.
6230  INTRODUCTION TO BUSINESS  

This semester class is designed as a general introduction to the areas of marketing, international business and entrepreneurship. The course is designed to find student interest in a specific area of business and help direct them to which business courses to take in high school. Students will learn the basics in the areas of marketing, finance, and entrepreneurship.

6240  SPORTS AND ENTERTAINMENT MARKETING  

This course is designed to study marketing principles and concepts and apply them in the sports and entertainment industry. Instructional areas will include: An orientation to the sports and entertainment industry, event execution, career opportunities, decision making, event marketing, advertising and promotion, and legal aspects/contracts. Classroom instruction will be reinforced using guest speakers, case studies, field trip experiences, current periodicals, real-life group scenarios, projects and discussions.

6270  WEB PAGE CREATION  

This course is designed to help students develop skills and gain an understanding of the processes involved in web page design and the development of online content. Students will plan and create web pages using the latest design programs such as Wix, Weebly, and Squarespace. In addition to learning design and web page development, students will learn about digital literacy, evaluating online resources, and about various career opportunities that utilize these skills. Students may apply the concepts learned in this course to develop web pages for themselves, their community, or outside clients.

6280  PERSONAL FINANCE  

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. It presents essential knowledge and skills to make informed decisions about real world financial issues. Units of study include income, money management, spending and credit was well as savings and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge in finance, debt, and credit management, and evaluate and understand insurance and taxes, and retirement planning.

6330  MARKETING YOUR BUSINESS  

This course will introduce students to marketing concepts and how to apply them to starting their own business. Marketing units covered will include marketing philosophy, target marketing, and the functions of selling. In the second half of the course, students will explore the entrepreneurial characteristics necessary to own and operate a business. Students will then apply their marketing knowledge in completing a business plan.

6550  ACCOUNTING 1  

This one semester course will look at the structure of basic business organizations. The students will learn how accounting practices are used to gather information necessary to report profits and losses. They will also become aware of how these concepts can be applied to their own personal finances.

Computerized accounting systems will be utilized as they relate to business operations. In addition, analysis necessary to forecast potential profit will be explored. Students meeting the requirements of Accounting 1 may receive transcripted credit at MATC.

6560  ACCOUNTING 2  

Prerequisites: Accounting 1

This one semester course carries out the procedures explained in Accounting 1 with emphasis on accounting for merchandise business operated as a partnership. Choosing to become an accountant as a career choice will also be explored.

In addition to the traditional role of entering data, auditing, and “number crunching,” current emerging concepts for financial consulting in businesses will be investigated to observe the changing world in this occupation.

This course is articulated with MATC. Completion of the requirements of Accounting 1 and Accounting 2 may earn credits toward MATC which are transferable to select universities.
FAMILY AND CONSUMER SCIENCES

Interior Design

Foods 1

Foods 2

Foods 3

Parenting and Child Care

Assistant Child Care Teacher

Clothing Construction

Fashion Design
7600 FOODS 1

In this introductory course, students will focus on food safety and sanitation, kitchen management, basic cooking skills including reading recipes, measurement techniques, and knife skills, ingredient purposes and good nutrition habits.

7620 FOODS 2

Prerequisite: Successful completion of Foods 1

This course will introduce students to the culinary industry by focusing on safety and sanitation, chef roles in the kitchen, plating elements, cooking methods, sauces, salads, sandwiches, soups, meats and seafoods and will culminate with an Iron Chef competition.

7630 FOODS 3

Prerequisites: Successful completion of Foods 2

Students taking this advanced course will focus on United States Regional Cuisine and Global Cuisine. Students will explore traditional foods along with current regional and global trends.

7720 CLOTHING CONSTRUCTION

This course introduces students to basic apparel design and construction skills. These skills prepare students for the exciting global apparel industry and entrepreneurial opportunities. Students will sew apparel and accessory projects. Service learning will be an integral part of this course.

7730 FASHION DESIGN

Prerequisites: Clothing Construction

This course explores how fashion influences everyday life and introduces students to the fashion industry. Topics covered include: why fashion is important, fashion history, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application.

7800 INTERIOR DESIGN

This introductory course in interior design will concentrate on the understanding and application of interior design principles. Students will study color, elements and principles of design, furniture arrangement, creating floor plans, and careers in the design field.

7840 PARENTING AND CHILD CARE

Interested in children, family, both? Do you have younger siblings or relatives? This course is an opportunity to learn about why children do what they do, how they develop and how families play a role in development. This class offers several hands-on experiences with the “RealCare Baby” simulation and a preschool teaching opportunity in our GHS Playschool. You’ll have the opportunity to create lessons, observe and critique child care techniques, and learn the psychology behind child development.

7850 ASSISTANT CHILDCARE TEACHER

Prerequisites: Successful completion of Parenting and Child Care

To earn certification students must have passed Parenting and Child Care with a C+ and be in grades 11 or 12

So, you really like children. This course trains you to work in a daycare or childcare setting. Our focus is on creating the best experience for children and involves creating lesson plans to teach children life skills and imagination. Topics covered include child development, how children learn, guidance techniques, how to set limits and create routines, and how to create a safe environment for children. Projects in this class include creating a preschool floor plan, developing preschool themes, and our
culmination project, designing and running our GHS Playschool. This is a career preparation course that opens up pathways into Early Childhood careers.

After completion of this course and meeting the DPI and the Dept. of Health and Family Services requirements, students may choose Assisted Child Care Teacher Certification for the State of Wisconsin. This qualifies students (age 18 or older), to be employed as an assistant teacher at a licensed child care facility. Students may also receive advanced standing at certain Wisconsin Universities and colleges including MATC.
LANGUAGE ARTS

GRADE 9

- English 9

GRADE 10

- English 10

GRADE 11

- English 11
- OR
- AP English Language & Composition
- OR
- AP English Literature & Composition

GRADE 12

- English 12
- OR
- AP English Language & Composition
- OR
- AP English Literature & Composition
This course is a study of literature and writing based on an investigation of literary themes and patterns in fiction, nonfiction, poetry and drama. Reading instruction will focus on refining reading strategies, developing the ability to analyze and interpret literary texts, increasing vocabulary, and communicating and extending understanding of critical concepts and skills outlined in the Common Core Standards. Writing instruction will focus on developing, refining, and applying the writing process to narrative, expository, informative, and persuasive essays. It is recommended that students purchase all required reading materials.

This course, designed to help students increase their academic readiness for college, and post-secondary education, will focus on the study of literature where students not only become aware of the great, controversial, and beautiful ideas contained in literary history, but also examine the interactions between the writer’s purpose, subjects, and audience expectations. Required readings will include The Great Gatsby and A Raisin in the Sun, with other opportunities for students to choose from. English 11 concludes with an extended research project and presentation.

This course, designed to help students increase their academic readiness for college, will focus on the study of literature where students examine the interactions between the writer’s purpose, subjects, and audience expectations. Assignments will consist of narrative, expository, informative, and persuasive writing; oral expression; vocabulary development; and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to a variety of pieces of literature. Additionally, all students will complete a Senior Capstone Project; this project is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired during high school. It engages students in a project/experience that focuses on an interest, career path, or academic pursuit that synthesizes classroom study and real world perspective. Students will demonstrate their ability to apply key knowledge and skills by planning, completing, and presenting a culminating project.

This course engages students in becoming skilled readers of nonfiction written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. It is expected that students purchase all required reading materials. (Summer work is required; an AP English Language Summer Session is offered or students can complete work independently.)

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of literary texts of merit, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. It is recommended that students purchase all required reading materials. (Summer work is required; an AP English Literature Summer Session is offered or students can complete work independently.)
This class is designed for students who are in the process of acquiring English. It is structured to meet the needs of a student at any level of English acquisition. Listening, speaking, reading, and writing skills are the major focus of the class. Vocabulary and basic grammar are also incorporated. Content-area information is woven into the process of English acquisition to support students in their other core classes.
**Calculator Recommendations**

Algebra 1, Geometry – TI-30x II S

All courses – TI-84 Plus, Silver Edition, Plus CE

Consider a TI-84 if purchasing a new calculator.
All Honors Courses require higher level thinking and problem solving ability.

Calculators are expected in all classes. Regular calculators (Example TI-30 X IIS) are required for Algebra 1, Math Extensions, and Geometry. Graphic calculators (Example TI-83, TI-84, NOT a TI-89) are used in all other classes and must be provided by the student. The School District of Greenfield cannot provide calculators for all students in all math classes. Please see your individual math teacher if you are financially unable to have a calculator for class.

4221 ALGEBRA 1  
4222                         1 Credit
                         ●9 ○10 ○11 ○12

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in middle school. The units of study are: Relationships between quantities and reasoning with equations; Linear and exponential relationships; Descriptive statistics; Expressions and equations; Quadratic functions and modeling. Students will also be expected to use their problem solving skills to work with real world situations.

4331 GEOMETRY  
4332 Prerequisites: Successful completion of Algebra 1                         1 Credit
                         ●9 ●10 ●11 ●12

The fundamental purpose of this course is to formalize and extend students’ geometric experiences learned in middle school. There are 8 units of study covered in Geometry based on the Common Core State Standards for Mathematics. They are: constructions, rigid transformations, congruence, similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles and conditional probability.

4411 ALGEBRA 2  
4412 Prerequisites: Successful completion of Algebra and Geometry                         1 Credit
                         ●9 ●10 ●11 ●12

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving equations with complex numbers and using logarithms. The units of study are: Solving Equations and Inequalities, Linear Functions, Introduction to Functions and their key features, Quadratic Functions, Polynomial Functions, Exponential and Logarithmic Functions.

4570 TRIGONOMETRY  
4571 Recommended Prerequisites: C or better in Geometry, B or better in Algebra 1                         .5 Credit
                         ●9 ●10 ●11 ●12
                         (May be taken concurrently with Algebra 2 during the 2nd semester)

This is a comprehensive trigonometry course which teaches the basics and then emphasizes trig applications. Topics include trig ratios, trig graph analysis, right triangles and oblique triangles, sum and difference identities and goes heavily into trigonometry identities and their applications for trigonometric proofs. Positive and negative angle measure is also explored along with radian measure and the unit circle.

4611 PRE-CALCULUS  
4612 Prerequisites: B or better in Algebra 2 and “B” or better in Trigonometry                         1 Credit
                         ○9 ●10 ●11 ●12
                         (Trig must be completed prior to Pre-Calculus - semester 2)

This course prepares the student for the formal study of calculus by exploring functions in depth. Functions of all types (linear, quadratic, rational, exponential, logarithmic, and trigonometric) are studied with the help of a graphing calculator. Emphasis will be on using graphic representations as a problem solving technique. Today’s technology allows the power of visualization to apply a graph to a problem situation in order to help find a solution.

4630 STATISTICS AND PROBABILITY  
4631 Recommended Prerequisites: Successful completion of Algebra 2                         .5 Credit
                         ●9 ●10 ●11 ●12

What are the chances? Today’s world makes extensive use of statistical methods and the educated citizen should understand the fundamental ideas that are used to make decisions based on these methods. Fields such as economics, business, education, sociology, biology, medicine, etc. now require some knowledge of statistics for their effective pursuit. Fields such as math, physical sciences, engineering, etc. frequently require courses in statistics and probability. It looks like this would be a good course for almost anyone! Emphasis will be on the practical rather than the theoretical aspects. Very strong Algebra 2 students may bypass Statistics if they meet certain criteria and have instructor’s consent. See your math teacher for information if you are interested in this acceleration into statistics and probability.
This is a “hands on” one semester course, students will learn to program in Visual Basic on a Microsoft Windows compatible computer. Visual Basic is an object-oriented language commonly used in colleges in their introduction to programming classes. This is an elementary course and emphasis will be placed on good programming style, structure and creation of algorithms. This class has a great deal of independent work, so students should be motivated learners. Topics will include data types, sub-procedures, decision structures, and looping techniques.

This course builds on topics developed in Computer Programming 1 and also has a great deal of independent work, so students should be motivated learners. Programming 2 will introduce students to the C++ programming language by creating programs run on a DOS interface. C++ is commonly used in business and industry and is compatible with the JAVA programming language. Major topics include control structures in C++ (looping), functions, arrays, string manipulation, and a discovery of the various types of computer careers.

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. AP Statistics will be offered as a year-long course. It is expected that students who complete the AP Statistics course will seek college credit based on the results of the AP examination given in May. Very strong Algebra 2 students may bypass Statistics if they meet certain criteria and have instructor’s consent. See your math teacher for information if you are interested in this acceleration into advanced placement (AP) statistics.

This Advanced Placement course is the study of derivatives and integrals through the Fundamental Theorem of Calculus and some applications of the definite integral. This course emphasizes a conceptual understanding. Class is structured to give a multi-representational approach to calculus, with concepts, results, and problems being expressed multiple ways: geometrically, analytically, verbally, and numerically. This study corresponds to slightly more than the first semester course at many universities. Students who enroll should have demonstrated a mastery of Algebra 1 and 2, Geometry, and Pre-Calculus topics. It is expected that students who complete the course will seek college credit based on the results of the AP examination given in May.

This course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.
MUSIC

8510 GUITAR

Learn to play the ACOUSTIC guitar and broaden your understanding of music. No prior music performance experience is necessary, as this course is for the beginning student. Major emphasis will be placed on learning to read standard music notation. Students are required to provide their own ACOUSTIC guitar. No guitars will be provided by the school. The instructor will provide information regarding music store rental options to parents and students who do not wish to purchase a guitar.

8530 PIANO KEYBOARD

This course is geared towards students who would like to learn a new instrument, or students who would like to continue their piano training through this hands-on class experience. Students will learn how to read standard music notation, compose their own songs, express themselves through song, and understand key terminology in order to successfully play. This is highly recommended for any interested band or choir students who are interested in adding a new instrument to their repertoire. There will be a $10.00 materials fee for the purchase of your keyboarding lesson book.

8570 A SURVEY OF MUSIC

This course is designed for students who wish to explore the realm of music in a non-performance based setting. We will study the broad history of music, popular music genres, the music industry and the effect of music in politics. This class is geared toward discussions and most assignments will be completed in class, with the exception of large projects. This class is open to all GHS students and is not a performance course.

8651 MUSIC THEORY

This course is designed for students who love music, as well as students who seek to enrich their knowledge of music fundamentals. The purpose of this course is for students to develop skills that will lead to a thorough understanding of music theory and music composition and arranging. While participation in a performing ensemble is not a prerequisite, it is highly recommended.

8611 MIXED CHOIR

This ensemble is open to all students who are interested in vocal music. This is a non audition vocal group and its purpose is to teach proper use of the voice, elementary theory, and vocal literature. This course requires multiple performances and rehearsals outside of the school day. Students will maintain a portfolio including recorded performance samples and written materials. There will be a possible fee for participation in Solo/Ensemble.

8621 CONCERT CHORALE

An advanced performance ensemble for vocal musicians who want to sing in a supportive rehearsal environment, and further develop their musical skills. Students will sing choral pieces from various countries, and in various styles, including classical, pop and jazz. Music literacy will be an essential component of our daily rehearsal routine. Required concert performances will be communicated via the director at the beginning of the year. Participation in the Solo Ensemble is required. There will be a possible fee for participation in Solo/Ensemble.

8750 PERCUSSION ENSEMBLE

Percussion Ensemble is for any student who is interested in developing their ability in the percussive arts. Emphasis is placed on the fundamentals of comprehensive percussion performance (snare drum, timpani, keyboards, and marching percussion), including tonal concepts, technical skills, rehearsal skills, aural skills, and rudimentary music theory. Students will perform in one recital at the end of the semester with the Guitar and Piano/Keyboarding classes. Attendance for this recital is mandatory for the course.
Second chance band is open to any GHS student who wishes to learn a band instrument, either starting completely from scratch or learning a second wind instrument. Students will need to rent or purchase their own instrument and book. Students will be ready to join either Symphonic Band or Wind Ensemble at the completion of this course.

**Symphonic Band & Wind Ensemble**

ALL students who sign up for band are required to participate in the marching band. Marching band summer practices begin in late July and carry through mid-October. During the school year, the band practice 1 night per-week and attends competitions from mid/late-September-mid-October. Taking band second semester only is NOT an option. If you have questions regarding this time commitment/activity, please contact Mrs. Narlock: mnarlock@greenfield.k12.wi.us

**8721 SYMPHONIC BAND**

Prerequisites: Middle School Band Experience

This instrumental music performance class allows you to further develop your performance skills on your chosen band instrument to varied levels and styles of music. Students will also have the opportunity to work with leading band clinicians and participate in the Solo and Ensemble project in the spring. Participation in the Hustlin’ Hawks Marching Band is a requirement of this course and attendance at all practices and games from July through mid-October are mandatory. This is an exciting opportunity to take the performance on the road and travel to 5 shows, culminating in the State Championship Competition at UW-Whitewater. In addition to marching band, there are three concert performances each year: December, March and May. A performance trip is planned each year and is open to all current band students. There may be a course fee associated with this class.

**8741 WIND ENSEMBLE**

Prerequisites: Successful audition in April of the previous school year

The premiere instrumental music performance class offered at GHS allows you to further develop your performance skills through the study and performance of advanced music literature. Students will also have the opportunity to work with leading band clinicians and participate in the Solo and Ensemble project in the spring. Participation in the Hustlin’ Hawks Marching Band is a requirement of this course and attendance at all practices and games from July through mid-October are mandatory. This is an exciting opportunity to take the performance on the road and travel to 5 shows, culminating in the State Championship Competition at UW-Whitewater. In addition to marching band, there are three concert performances each year: December, March and May. A performance trip is planned each year and is open to all current band students. There may be a course fee associated with this class.
ON CAMPUS ELECTIVES

1230  CREATIVE WRITING  0.5 (Not English) Elective Credit  ○9 ●10 ●11 ●12

The objective of this course is to improve writing through writing. The emphasis is on the student-as-writer interpreting his/her thoughts, feelings, and experiences. Students practice to master various creative writing techniques, move through a variety of short pieces and group writing projects, and finish with the creation of an illustrated children's book.

1250  SPEECH  0.5 (Not English) Elective Credit  ○9 ●10 ●11 ●12

The objective of this course is to develop confidence in speaking before an audience. The focus of lessons is on the preparation, development, and delivery of informative, entertaining, and persuasive messages. Also, this course develops group problem-solving, group discussion, and interpersonal communication skills.

1520  THEATRE  0.5 (Not English) Elective Credit  ○9 ●10 ●11 ●12

The foci of this half credit course include introducing students to the theatre, script analysis, and basic acting. We will explore these areas through hands-on experiences such as working in the high school theatre, reading and discussing selected plays, various acting exercises such as pantomime and improvisation, and viewing the work of others. Students will engage in a multitude of class activities to develop knowledge and appreciation of the theatrical arts. No previous acting experience is necessary, but a positive attitude is required. Attendance at a public performance is required.

1530  THEATRE 2  0.5 (Not English) Elective Credit  ○9 ●10 ●11 ●12

Prerequisite: Successful completion of Theatre 1

As an extension of Theatre I, the foci of this half credit course include discovering the historical journey of the theatre, engaging in advanced stage work with others, developing your artistic voice through directing and design, and an introduction to playwriting. We will engage in peer-to-peer activities often, so a positive attitude and a willingness to take creative risks are required. Attendance at a public performance is required.

1620  TECHNICAL THEATRE  0.5 (Not English) Elective Credit  ○9 ●10 ●11 ●12

Technical Theatre 1 is a course which provides the opportunity to learn and apply the crafts and technologies of the "backstage" world of the theater. We will learn to interpret and execute a theatrical designer's plans, create our own designs, and see those designs and plans come to life. Through hands-on learning, students will acquire skills and knowledge in areas such as set design and construction, lights, sound, props, and management. Students will submit at least one of their original designs to the Drama Department for consideration for the spring musical. Attendance at a public performance may be required.

1741  ENGLISH LEARNERS RESOURCE  0.5 (Not English) Elective Credit  ●9 ●10 ●11 ●12

Prerequisite: Teacher Recommendation

Students enrolled in this resource hour will have access to EL resources (on-line resources, software, etc.) as well as the support of the EL teacher. In order to earn credit for this resource, students must pass English, Social Studies, Science, and Math courses taken during the semester.
This one semester course focuses on the component parts of medical terms: prefixes, suffixes, and word roots. Students will practice formation, analysis, and reconstruction of terms, with an emphasis on spelling definition, and pronunciation. Operative, diagnostic, and therapeutic and symptomatic terminology of all body systems will be analyzed in relationship to health careers. This course is articulated with the statewide technical college three credit terminology course.

Students must purchase the Medical Terminology workbook, which includes valuable study material for future use. (Approximately $75-$100) Book order information will be sent out during the summer to students who have enrolled in the course.

Students meeting the requirements of Medical Terminology may receive transcripted credit at MATC.

The work of this course is the production of the Spectrum, the school yearbook. The emphasis of this course is the timely production of this school-wide publication. Skills required include journalistic writing, editing, layout, photojournalism, proofing and copying and content, small group work as well as managing the financial responsibilities of publishing. Students who register for this class must be willing to spend a significant amount of time before and after school. This course is a year-long commitment and cannot be dropped at semester.

The work of this course is the production of the Spectrum, the school yearbook. The emphasis of this course is the timely production of this school-wide publication. Skills required include journalistic writing, editing, layout, photojournalism, proofing and copying and content, small group work as well as managing the financial responsibilities of publishing. Students who register for this class must be willing to spend a significant amount of time before and after school. This course is a year-long commitment and cannot be dropped at semester.

This course will allow students to explore deeper into the increased health risks and topics that plague our society today. Students will take a personalized approach to learning as they engage in relevant discussions related to current events, policies, and societal norms. Students will analyze and apply knowledge focused on how the risks/topics not only impact us—individually, but globally as well. Students in this course will develop a meaningful proposal to help improve lifestyle choices to make a healthy impact on community well-being and on their own personal well-being. As a final performance assessment students will share their research in the form of a health fair for the Greenfield Community.

This course builds upon the concepts/content of Freshman Health. Also, due to the expectations of student responsibility and maturity for this personalized learning curriculum, this course is for any Sophomore, Junior or Senior who have earned a B or higher in Health.

Each day you are given 86,400 seconds to spend, invest, or waste. “Once the day is done, the time is gone.” What are you doing with your opportunity?” This course is designed to empower students with the ability to lead themselves to become a positive influence in the world. Students will have the opportunity to explore and reflect upon their own beliefs and values through a variety of experiences. This course will build a variety of reading, writing, speaking, and listening skills.
PHYSICAL EDUCATION

Grade 9
Physical Education 9

Grade 10
Physical Education 10

AND
Health

Grades 11/12

Body Toning

OR

Body Sculpting Through Yoga and Pilates

OR

Cardio

OR

Lifeguard Training

OR

Lifetime Sports

OR

Racquet Sports

OR

Strength Training 1

OR

Strength Training 2

OR

Team Sports

Grade 10 Electives
Lifeguard Training
Cardio
Strength Training 1
Each class has been designed to help facilitate important components of physical fitness, strategies and skills needed to participate in a variety of activities for a lifetime of active living, and the overall importance of leading a physically active life has on the total person. Each offering has been designed to align with the state standards for Physical Education which have been adopted by the Greenfield School District.

ALL classes are co-educational. Freshmen and Sophomore physical education classes are separate. During your Junior and Senior years, the students can choose their physical education classes. Students may not take the same section both years. The course they select their senior year must be different than the one they chose their junior year.

There are many benefits to leading a physically active lifestyle. Students’ achievement increases as their activity level increases. Some of the benefits of physical fitness are staying healthy, muscle development, and increased flexibility. Increasing the activity and fitness levels of all students is our major goal.

The following units will be taught in these courses:

<table>
<thead>
<tr>
<th>9060 PHYSICAL EDUCATION 9 (REQUIRED)</th>
<th>9070 PHYSICAL EDUCATION 10 (REQUIRED)</th>
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<tbody>
<tr>
<td>Swim</td>
<td>Swim</td>
</tr>
<tr>
<td>Cardio/Strength Conditioning</td>
<td>Cardio/Nutrition/Wt. lifting</td>
</tr>
<tr>
<td>Dance</td>
<td>Tennis</td>
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<tr>
<td>Floor Hockey</td>
<td>Volleyball</td>
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<tr>
<td>Soccer</td>
<td>Softball</td>
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<tr>
<td>Eclipse Ball</td>
<td>Pickleball</td>
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JUNIOR AND SENIOR SECTIONS AND UNITS TAUGHT:

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<tr>
<th>9090 Team Sports</th>
<th>9092 Racquet Sports</th>
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</thead>
<tbody>
<tr>
<td>Water Polo</td>
<td>Swim</td>
</tr>
<tr>
<td>Football</td>
<td>Pickleball</td>
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<tr>
<td>Soccer/Speedball</td>
<td>Eclipse Ball</td>
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<tr>
<td>Floor Hockey</td>
<td>Tennis</td>
</tr>
<tr>
<td>Basketball</td>
<td>Cardio</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Badminton</td>
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<tr>
<td>Ultimate Frisbee</td>
<td>Table Tennis</td>
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<table>
<thead>
<tr>
<th>9093 Lifetime Sports</th>
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<tr>
<td>Water Sports</td>
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<tr>
<td>Archery</td>
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<tr>
<td>Floor Hockey</td>
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<td>Volleyball</td>
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<td>Tennis</td>
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<td>Softball</td>
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Single Focus Classes:

<table>
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<tr>
<th>9091 Cardio</th>
<th>5 Credit</th>
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<td>9  10  11  12</td>
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This course will be devoted to the student's personal fitness. The students will establish two or more goals and develop an action plan to improve their fitness and nutrition levels. This class will include the fitness center, intense cardio/core workouts and outdoor running routes throughout Greenfield ranging from 1.5-3 miles.

include: long distance running, sprints, plyometrics, balance, agility, speed and change of direction. This course is a great way for students to refine their lifting skills so they can continue a lifetime disposition for physical education and wellness.
Students who take Strength Training 2 will continue to have the opportunity to increase their strength and power, while at the same time, striving to maintain flexibility. The class will be centered on executing proper techniques for the following Ground Based Lifts: Clean & Press, Back Squat, High Pulls, Bench Press, Incline, Snatch, Deadlifts, Power Shrugs. The other 2 days will be spent on improving their cardiovascular system. Training may include: long distance running, sprints, plyometrics, balance, agility, speed and change of direction. This course is a great way for students to refine their lifting skills so they can continue a lifetime disposition for physical education and wellness.

Students who take Body Toning will have the opportunity to learn various ways to sculpt their body through the latest and up to date techniques relating to low impact aerobics. This class will include yoga, pilates, medicine ball/dome workouts, resistance bands, exercise balls, and water aerobics. This course is a great way to gain the skills and the lifetime disposition for physical fitness and wellness.

Students who take Body Sculpting will have the opportunity to build on what they have already learned in Body Toning. Body Sculpting will focus on improving your balance, strength and flexibility while enhancing coordination and mental focus. This class will be centered on different disciplines of Yoga and various formats of Pilates. This course is a great way to refine your Yoga and Pilates skills so you can continue a lifetime disposition for personal wellness.

PREREQUISITE:

1. To participate in any Red Cross Lifeguarding course or module they must be at least 15 years of age on or before the final scheduled session of this course.

2. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.

3. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits. Complete a timed event within 1 minute, 40 seconds.

   ■ Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
   
   ■ Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
   
   ■ Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.

   ■ Exit the water without using a ladder or steps.

There is a $65 fee to cover the cost of the Red Cross course fee
Physical Education Medical Policy

When students are unable to participate in daily class activities due to injury or illness, the following criteria is used to determine the course of action for each student:

1. Students must supply their teacher with a signed note from a Medical Physician stating the following:
   - Reason for absence
   - Physical limitations of the student
   - Length of time the student is to miss the specific activity
   - Alternative activities they can participate in. (example: a person with an allergic reaction to chlorine can participate in any activity that is done outside of the pool).

2. Students may be placed in another Physical Education class during their assigned hour, if that class is participating in a unit that allows for participation by the student based on the medical excuse.

3. Students who miss time due to a medical will be held responsible for completing written work related to the activity that they are missing. They are also responsible for completing the measurable objective assessments related to that unit.

4. Missing more than six weeks of a class due to a medical may require the student to be placed in a Physical Education class during the next semester of classes in order to meet the curricular objectives needed to receive credit for the class. If special circumstances are present, the student will be referred to their school counselor for a determination of placement and credit issues.

9020 HEALTH

The Health Education course is designed to enhance the students’ understanding in the areas of Wellness, Alcohol/Tobacco and Drugs, Nutrition, Mental Health and Suicide, and Human Growth and Development – Pregnancy, Male/Female Reproductive Systems, and STI’s. Students will participate in numerous classroom activities designed to help them understand how to lead a more satisfying, productive, and healthy life. Multimedia presentations along with a number of guest speakers will supplement student centered activities.
#Course may or may not be acceptable as a 4 year college preparatory science
3131  **BIOLOGY**  1 Credit
3132  ○9 □10 □11 □12

This course focuses on students exploring four major themes of biology from the human perspective. These themes include heredity, cells, evolution and ecology. Explorations of these concepts of biology are achieved primarily through hands-on activities and laboratory experiences, including dissections.

3141  **HONORS BIOLOGY**  1 Credit
3142  Prerequisite: recommendation of Middle School Science Teacher and/or Counselor  ○9 □10 □11 □12

This course covers the following topics in quite a bit more detail than regular biology. 1. Biochemistry, including a brief survey of organic chemistry. 2. Cell structure and function, including membranes and diffusion. 3. Aerobic and anaerobic cellular respiration. 4. Mitosis and Meiosis. 5. DNA and Mendelian and non-Mendelian genetics. 6. Evolution. 7. Animal and plant biology, including photosynthesis. 8. Brief Survey of human body systems, including animal dissection. 9. Ecology.

3350  **INTRODUCTION TO PHYSICS**  5 Credit
Recommended Prerequisites: Successful completion of Biology.  ○9 □10 □11 □12

This course is for students who would like to study physics with less emphasis on mathematics than is expected in full-year courses. The basics of physics will be explored with many examples and concepts developed in everyday experiences. The course focuses on laboratory hands-on experiences. The course gives students a good background and enhances their opportunity for success in future coursework in physics. Recommended for students who do not meet the prerequisites for physics, yet are interested in physics.

3360  **INTRODUCTION TO CHEMISTRY**  5 Credit
Recommended Prerequisites: Successful completion of Biology  ○9 □10 □11 □12

This course is for students who would like to study chemistry with less emphasis on mathematics than is expected in full year courses. The basics of chemistry will be employed with many examples and concepts developed in everyday experiences. The course focuses on laboratory hands-on experiences. The course gives students a good background and enhances their opportunity for success in future coursework in chemistry. Recommended for students who do not meet the prerequisites for chemistry, yet are interested in chemistry.

3431  **CHEMISTRY**  1 Credit
3432  ○9 □10 □11 □12

Recommended Prerequisites: Juniors and Seniors must have the recommendations of previous science and math teachers and a “C” in both Algebra and Biology. Students completing Intro to Chemistry with a “C” or better are also eligible. Sophomores must have a “B” average in Algebra and Biology and the recommendation of previous science and math teachers.

Modern Chemistry consists of the study of the composition and reactions of matter. Laboratory work will be emphasized. A good background in Algebra is an absolute necessity.

3411  **HONORS CHEMISTRY**  1 Credit
3412  Prerequisite: Recommendation of previous math and science teachers  ○9 □10 □11 □12

Honors Chemistry is a course designed to cover the basic principles of chemistry in depth. These topics include: chemical safety, matter and its changes, scientific measurement, atomic structure, chemical formulas, mathematics of chemical formulas, chemical equations, stoichiometry of chemical equations, acids and bases, the periodic table and bonding, and the gas laws. This course is laboratory based and focuses on development of critical thinking skills to help students prepare for possible further study of chemistry.

3511  **PHYSICS**  1 Credit
3512  Prerequisite: “C” or better in Biology, Chemistry, Algebra and Geometry  ○9 □10 □11 □12

Physics is a quantitative physical science designed and set up for the average and above average student with a good background in algebra and geometry. The course is divided into two parts: subject matter and integrated lab work. The subject matter is subdivided into groups: mechanics, waves, heat, sound, light, strength of materials, and other current topics in physics. The experiments, with the required written report, correlate with sections above.
This course utilizes rigorous academic content, laboratory experiences and clinical applications to familiarize students with the structures and the functions of their own body systems. Students will gain a more detailed explanation of human body systems and their related organs. The interactions of these body systems and the mechanisms of maintaining a fine balance within each one and within the body as a whole are explored in depth. This course’s college preparatory material will greatly benefit any students entering the healthcare profession or Biology-related majors.

This course examines the interactions and interdependence between organisms and their environment. Students will use outdoor observations and research, labs, and hands-on activities to learn about the major topics of the course. These include: Fundamental ecological principles, the relationships between organisms, types of ecosystems and their biotic components, organisms’ adaptations, and human’s positive and negative effects on ecosystems and other organisms. This class has a mandatory field trip and fee associated.

This one semester class focuses on our current understanding of Earth processes, as well as aspects of astronomy in our solar system. Units include Earth’s interior and exterior, rocks and the rock cycle, Earth’s atmosphere and climate, and our solar system. The class will include structured class discussions, labs, debates, and group presentations. There will be a unit of study in small groups on a subject chosen by students, with instructor approval.

This course will survey the major influences and impacts science has on society and the future. Using hands-on activities, labs, ethical analysis, and student-driven research presentations. The learners will explore some of the following topics: animal rights and welfare, genetic technology and research, forensics, climate change, alternative energy, the use and waste of natural resources, emerging diseases and the human population.

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

Medical Interventions allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.
The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. This course differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The pace of the course will be accelerated. Human Anatomy and Physiology and AP Chemistry are not prerequisites, but are recommended. This course is open to sophomores who have demonstrated excellent academics in their previous coursework and meet certain criteria. See your teacher or counselor for details.

Units covered include: chemistry and biochemistry, cell biology, energy transformation, DNA and molecular biology, genetics, evolution, anatomy and physiology of plants and animals, and ecology.

AP Chemistry is the second year course in the chemistry sequence. The topics discussed in this course are moles and stoichiometry, chemical reactions, equilibrium, thermochemistry, electrochemistry, kinetics, bonding and the periodic table. This course is an excellent preparation for a first year chemistry course in college. Hard work, independent thinking skills and good laboratory skills are essential. A summer assignment is required.

This is a first year physics course that is ideal for college bound students who would like to earn credits in the subject. The class is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. A college level text is used, and lab work is a significant part of the course. Students should have a strong math background. See your science teacher for information.

This is another course in the physics sequence and can also earn college credit with successful performance on the AP exam. The class is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and quantum physics. See your science teacher for information.
SOCIAL STUDIES

Grade 9
- World History
- OR
- Global Studies
- OR
- AP Human Geography

Grade 10
- U.S. History
- OR
- AP U.S. History

Grade 11
- Economics
- OR
- AP European History (if AP US grade 10)
- AND
- U.S. History 1945-Present or Honors US 45
- AP Economics
- AP United States History

Grade 12
- Sociology
- Psychology

ELECTIVES

Grades 9 – 12
- American Government

Grades 11/12
- AP Economics
- AP European History
- AP Psychology
- AP Human Geography
- AP US History
- Global Studies
- Psychology
- Sociology
- World Affairs
- World History

69
### Global Studies


#### Advanced Placement (AP) Human Geography

AP Human Geography is a year-long course that focuses on understanding the connections and patterns between people, places, and the environment. The course provides a broad survey of human geography including population, culture, language, religion, ethnicity, political geography, agriculture & land use, natural resources, industry & economics, and urbanization. In APHG students will work on skills like spatial thinking (seeing patterns on maps and in the field) that are not offered in other disciplines. The course is the equivalent of an introductory one-semester college human geography course. AP Human Geography involves a rigorous workload that includes spending approximately 30 minutes each weekday outside of class to complete work. Students are strongly encouraged to take the AP exam in May. If successful, students could earn up to 3 college credits.

#### World History

First semester will cover the ancient civilizations while the second semester will cover later topics of the same global areas. A variety of methods, including discussion, role-playing, group work, and maps will be supplemented with video and lecture.

#### American Government

A study of how the American political system operates on the local, state, and national levels. This is a political science course that aims to develop student understanding of how he/she can use the system to initiate change. Great political issues of our times such as the problem of ethics in government, executive powers, Supreme Court authority and the elective process are dealt with in this class. The course encourages active participation of the citizen in the American political system. Various types of media will be used to supplement the text to keep the students abreast of current political and social issues.

#### United States History

Content covers American History from the Civil War to 1945 and the end of WWII. Chronology as well as themes including: Reconstruction, Westward Movement, Gilded Age, Industrialism, WWI, 1920s, 1930s and WWII.

The Sophomore United States History course covers the development of the United States from the end of the Civil War (1865) to the end of World War Two (1945). Themes to be covered include the political, economic, and social development of America and its relationship with the world. Emphasis will be placed on challenging you to think critically, while developing writing and organizational skills. A variety of teaching methods and strategies will be implemented including class discussions, role playing activities, group work, document analysis, and map activities.

#### Advanced Placement (AP) U.S. History

AP U.S. History provides an opportunity for college-bound students to experience the study of history at a level similar to that of a first year college student. The course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peoplimg, and America in the world (College Board). The course will cover from the pre-Columbian period to the present. Upon completion of the AP course, students will be eligible to take the AP Exam which may result in credits earned toward college level coursework. Students will be expected to do critical analysis of selected readings and a significant amount of writing. The course, by design, will be academically challenging.
This course centers on two major aspects of economics – principles and some theory that guide the workings of the American free enterprise system (Macroeconomics) and the role of the individual within that system (Microeconomics). Specific topics include: supply and demand, money and the Federal Reserve, measuring economic activity, and ways to fix a bad economy. Personal economics include: checking accounts and credit cards, saving and investing, insurance, and budgeting.

**AP Macroeconomics:**
Advanced Placement Macroeconomics provides students with a thorough understanding of economic principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**AP Microeconomics:**
Advanced Placement Microeconomics provides students with a thorough understanding of economic principles that apply to the functions of individual decision makers, both consumers and producers, within an economic system. The course places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Please note: It is NOT necessary to take Economics prior to AP Economics..

**2480 UNITED STATES HISTORY SINCE 1945 (US ’45)**
This course is an in-depth study of the period beginning at the conclusion of World War II and ending with the present. Special consideration will be given to the Cold War, foreign and domestic policies of each president as well as social impacts of various decades.

**2490 HONORS UNITED STATES HISTORY SINCE 1945**
This course focuses on U.S. History 1945 to the present and is accelerated for the college-bound student. The curriculum is designed at the highest level of student learning. Focus will be on the Cold War, Domestic and Foreign Policy of each President, and Post-Cold War policies.

**2431 WORLD AFFAIRS**
**2432** Recommended Prerequisites: Grades “B” or better average in previous social studies classes or teacher’s consent

The purpose of the course is to prepare students for a study on international events and problems. Course content is determined by the constant evolution of world events. The emphasis will be placed upon emerging third world countries as they compete with other industrialized nations. Students will study other world problems such as: Global Hunger and Poverty, the Middle East, Global Health, The New Europe, post Cold War problems, world leaders, over-population and world hot spots.

A portion of the course deals with the lessons of war and its alternatives. The class requires participation in the state-wide annual Wisconsin High School Model United Nations held at UW-Milwaukee, second semester.
2450  SOCIOLOGY

The purpose of this course is designed to provide students with an introduction to the study of patterned human social behavior. Students will investigate the concepts and theories that try to explain certain societal problems and behaviors. Students will learn about the history of sociology, techniques in research, ethics, the influence of society on the self, different and interesting cultures, societal roles and statuses, group interaction, crime and deviance, class conflict, racism, sexism, and the patterned organization of society.

2500  PSYCHOLOGY

Did you know... that your pupils expand when looking at someone you find attractive, that, on average, it takes 66 days to form a habit or that geliophobia is the fear of laughter? If you’ve ever been curious about the way humans think, feel and/or behave, then this course is for you. This course will challenge you to explore and examine: psychological perspectives; the way in which the brain functions; topics relating to learning, memory, motivation and emotion; personality; and mental health issues/disorders.

2501  ADVANCED PLACEMENT (AP) PSYCHOLOGY

Advanced Placement Psychology is a two-semester course that offers a fascinating look into the way humans think, feel and behave. This course will encourage you to ask questions and critically examine topics relating to: personality; motivation and emotion; stress and health; lifespan development; learning, memory and intelligence; social relationships and influences; sensation and perception; biological psychology; and psychological disorders/treatment. Students who enroll in this course are encouraged to take the AP College Board Psychology Exam as some institutes of higher learning grant credits based on the success of one’s exam.

Please note: It is NOT necessary to take Psychology prior to AP Psychology.

2391  ADVANCED PLACEMENT (AP) EUROPEAN HISTORY (1400 - present)

AP Euro provides an opportunity for college-bound students to experience the study of history at a level similar to that of a first year college student. Topics covered include: Renaissance, Reformation, Absolutism, Enlightenment, Revolutions, Industrialization, WWI, Interwar period, WWII, Cold War and Modern Europe. Students will be expected to do critical analysis of selected readings and a significant amount of writing. The course will be academically challenging and allow students to take the national AP exam at the end of the year to potentially earn college credit, if they choose.
TECHNICAL EDUCATION

GHS COURSES

Architecture

Construction 1

Construction 2

OFF-CAMPUS COURSES
Subject to availability

Introduction To Engineering & Design
PTLW

Principles Of Engineering
PTLW

At Whitnall:
- Falcon Prep (ACT Prep)
- Intro to Design Engineering Manufacturing
- Materials & Process 1, 2
- Engineering Drawing 1, 2
- Building Trades 1, 2
- Intro to Business
- Intro to Marketing
- Event & Project Marketing
- Accounting 1, 2
- Digital Comm. 1, 2

At Greendale:
- Culinary Arts (ProStart) 1 & 2
- Food Service Co-Op Intro. To Skilled Trades-Home Repair
- Healthcare Customer Service
- Intro to Computing for Healthcare
- Intro to Computer Science
- AP/PLTW Computer Science Principles
- PLTW Digital Electronics
- PLTW Human Body Systems
- PLTW Medical Interventions
- PLTW Biomedical Innovations
- Spanish 6 (CAPP)

At Franklin:
- Metals 2
- Metal Manufacturing
- Adv. Digital Art & Design Illustrator
- Adv. Digital Art & Design Photoshop
- Culinary & Restaurant Management
- Child Development & Healthcare
- REACH: Revitalizing Education & Child Health
- Interior Design

Civil Engineering and Architecture
PTLW

At St. Francis:
- CISCO 1
- CISCO 2

At MATC:
- Welding
### TECHNICAL EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>7220</td>
<td><strong>CONSTRUCTION 1</strong></td>
<td>0.5</td>
<td><strong>Prerequisites</strong>: Construction 1</td>
</tr>
</tbody>
</table>

This course will provide the student with the opportunity to demonstrate the key elements associated with building construction. Site development, building planning, masonry, and framing are the key elements to be covered; Activities will stress safety on the job, working safely with machines, a positive work attitude, real life problem solving and application of basic academic skills. Job site safety is crucial in this field and students who cannot work safely may be removed from the class with a failing grade.

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<tbody>
<tr>
<td>7231</td>
<td><strong>CONSTRUCTION 2</strong></td>
<td>1</td>
<td><strong>Prerequisites</strong>: Construction 1</td>
</tr>
</tbody>
</table>

This course will be a continuation and expansion of Construction 1. Students will learn basic electrical wiring and plumbing skills. Students will learn project management techniques. Time will be spent on furniture construction and students will apply woodworking joinery techniques in a student chosen project. Students will be introduced to other power machines and safe operation of machines will be emphasized. Job site safety is crucial in this field and students who cannot work safely may be removed from the class with a failing grade.

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<tbody>
<tr>
<td>7241</td>
<td><strong>ARCHITECTURE</strong></td>
<td>1</td>
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</table>

Architecture focuses on the history, construction, and styles of residential and commercial structures. Students will study different styles of residential buildings and design houses in styles such as Victorian, Craftsman, Colonial, and Ranch. Students will also study new technology for construction, Leadership for Energy Efficient Design (LEEDs), Universal Accessibility, Americans with Disabilities Act, Habitat for Humanity, and project cost estimation. The use of AutoDesk REVIT 2017 will help students create their own digital portfolio of residential and commercial designs. Some of these designs may be used in statewide and national architecture competitions.

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<tbody>
<tr>
<td>7551</td>
<td><strong>INTRODUCTION TO ENGINEERING AND DESIGN</strong></td>
<td>1</td>
<td><strong>Recommended Prerequisite</strong>: Grade of B or higher in Algebra 1</td>
</tr>
</tbody>
</table>

Students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, Inventor 2017, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas and designs to others in groups or teams.

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<tbody>
<tr>
<td>7561</td>
<td><strong>PRINCIPLES OF ENGINEERING</strong></td>
<td>1</td>
<td><strong>Recommended Prerequisite</strong>: Successful completion of Intro to Engineering</td>
</tr>
</tbody>
</table>

This introductory course explores the wide variety of careers in engineering and technology and covers various technology systems and manufacturing processes. Using activities, projects, and problems, students learn first hand how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also addresses concerns about social and political consequences of technological change. Students will be working in groups and teams for problem-solving projects and hands-on learning.

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<tbody>
<tr>
<td>7571</td>
<td><strong>CIVIL ENGINEERING AND ARCHITECTURE (CEA)</strong></td>
<td>1</td>
<td><strong>Recommended Prerequisite</strong>: Successful completion of Intro to Engineering</td>
</tr>
</tbody>
</table>

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.
OFF CAMPUS COURSES

The classes listed below do not include a work component. Classes are available to students with Junior or Senior status. Students must provide their own transportation to the class site. Class availability is subject to space, scheduling, and location change.

All course requests must be put into infinite campus.

Detailed course descriptions can be found at https://bit.ly/300ZLJL

St. Francis:

7031 CISCO 1
Prerequisites: Algebra 1
1 Credit
This is the 1st year of a 2-year Cisco course. The first year looks at networking for home and small businesses and working at a small-to-medium business or ISP. The curriculum includes PC installation, Internet connectivity, wireless connectivity, physical media (cabling), networking devices, IP addressing, LAN topologies, electrical issues, setting up personal routers, setting up servers, network monitoring and basic troubleshooting. Students will create their own Ethernet cables and complete other lab work in simulations on the computer with actual Cisco equipment. May earn up to 3 MATC credits.

For more information, see: http://www.cisco.com/web/learning/netacad/get_involved/BecomeAStudent.html

7032 CISCO 2
Prerequisites: CISCO 1
1 Credit
This is the 2nd year of the 2-year Cisco course. This year, we look at introducing routing and switching in the enterprise and designing and supporting computer networks. The curriculum includes switches and switched networks, IP telephone requirements, security, routing protocols, virtual LANs, designing networks and performing project management tasks. Students will complete lab work in simulations on the computer and with actual Cisco equipment. At the end of the 2-year course, students are eligible to take the Cisco CCNA exam and earn certification as a Cisco network administrator.

MATC:

7501 INTRODUCTION TO WELDING
Prerequisites: approved Youth Options request
1 Credit per semester
Time: Typically 2:15-4:00pm Monday through Thursday at MATC South Campus
Introduction to Welding is offered as a Youth Options class at the MATC South Campus. Applications for Youth Options which are available from the school counselor must be completed by March 1 for 1st semester and October 1st for second semester. Students enrolling in this course will participate in the fundamentals of arc and oxyfuel welding and then advance their skills in gas tungsten and wire welding. Students will be dismissed from their high school classes at approximately 1:45pm. Students are responsible for purchasing safety glasses/jacket and wearing appropriate footwear. An MATC parking pass will need to be purchased. A second semester course consisting of advanced welding techniques may be offered through Youth Options and MATC.

Greendale High School Courses:
To view the following course descriptions please go to: https://bit.ly/300ZLJL

15031 Culinary Arts (ProStart) – Year 1
Prerequisites: C or better in a Foods class
1 Credit

15032 Culinary Arts (ProStart) – Year 2
Prerequisites: Culinary Arts 1 and teacher recommendation
1 Credit

15041 Culinary Arts (ProStart) – Year 2
Prerequisites: Concurrent with Culinary Arts 1
1 Credit
15006  Introductions to the Skilled Trades-Home Repair  
0.5 Credit  
Meets at Greendale MS, 7:30-8:20 am  
○9  ○10  ●11  ●12

15001  Spanish 6 (CAPP)  
15002  Prerequisites: Spanish 5 AP/CAPP (B- or better)  
1 Credit  
○9  ○10  ○11  ●12

15061  PLTW - Digital Electronics  
1 Credit  
○9  ●10  ●11  ●12

15071  PLTW - Human Body Systems  
1 Credit  
○9  ●10  ●11  ●12  
Prerequisites: Completion of or concurrent enrollment in Principles of Biomedical Science

15081  PLTW - Medical Interventions  
1 Credit  
○9  ●10  ●11  ●12  
Prerequisites: Completion of or concurrent enrollment in Human Body Systems or B- or higher in an AP Science course

15039  Franklin Foodie: Culinary & Restaurant Management  
1 Credit  
○9  ○10  ●11  ●12

15005  Child Development & Healthcare  
0.5 Credit  
○9  ●10  ●11  ●12

15015  REACH: Revitalizing Education and Child Health  
1 Credit  
○9  ○10  ○11  ●12

15011  Metals 2  
1 Credit  
○9  ●10  ●11  ●12  
Prerequisites: Intro to Machining and Intro to Welding, or instructor approval

15021  Metals Manufacturing  
2 Credits  
○9  ○10  ●11  ●12  
Prerequisites: Metals 2, two years of engineering related courses or instructor approval

Franklin High School Courses:
To view the following course descriptions please go to: https://bit.ly/300ZLJL
15013  Interior Design          0.5 Credit
         ○9 ○10 ●11 ●12

15017  Adv. Digital Art & Design Illustrator
15018
Prerequisite: Digital Art & Design

15019  Adv. Digital Art & Design Photoshop
15020
Prerequisite: Digital Art & Design

Whitnall High School Courses:
To view the following course descriptions please go to: https://bit.ly/300ZLJL

15023  Intro to Design Engineering          0.5 Credit
         ●9 ●10 ●11 ●12

15024  Manufacturing Materials & Process 1          0.5 Credit
         ●9 ●10 ●11 ●12

15025  Manufacturing Materials & Process 2          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Manufacturing Materials & Process 1

15026  Engineering Drawing 1          0.5 Credit
         ●9 ●10 ●11 ●12

15027  Engineering Drawing 2          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Engineering Drawing 1

15028  Building Trades 1          0.5 Credit
         ●9 ●10 ●11 ●12

15029  Building Trades 2          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Building Trades 1

15030  Introduction to Business          0.5 Credit
         ●9 ●10 ●11 ●12

15033  Introduction to Marketing          0.5 Credit
         ●9 ●10 ●11 ●12

15034  Event and Project Marketing          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Introduction to Marketing

15035  Accounting 1-MATC Transcripted Credit          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Intro to Business or Intro to Marketing

15036  Accounting 2-MATC Transcripted Credit          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Accounting 1

15037  Digital Communications 1          0.5 Credit
         ●9 ●10 ●11 ●12

15038  Digital Communications 2          0.5 Credit
         ●9 ●10 ●11 ●12
         Prerequisite: Digital Communications 1
Wisconsin Global Education Achievement Certificate: This is offered to graduating high school students who demonstrate a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies. Students choosing to participate in the GEAC program must complete the following:

- four years of a world language
- four credits of coursework with a global focus
- create at least eight reflections on international/culture events or media
- attend four cultural events
- participate in a global service project (20 hours minimum)

Please contact Mrs. Goodkind or Mrs. Redlinger for more information.
## WORLD LANGUAGE

### GERMAN 1

Come join the over 200 million people from around the world who speak German, as we explore the German-speaking world in this introductory language course! You will develop basic skills for meaningful communication centered around a variety of contemporary themes. Throughout this course you will develop global competency skills that are highly marketable and sought after in today’s world.

**5311 GERMAN 1**

1 Credit

**5312**

9 10 11 12

### GERMAN 2

Take your German to the next level! You will build upon what you learned in German 1 by developing real-world survival skills for communicating in German. Your language journey will help you expand your global perspective as you explore a variety of important cultural products, practices and perspectives of people from German-Speaking countries.

**5321 GERMAN 2**

1 Credit

**5322** Prerequisites: Successful completion of German 1.

9 10 11 12

Grade 9 students also need recommendation of middle school world language teacher

### GERMAN 3

Expand your German communication skills and global awareness! You will become more comfortable communicating in German by using the language to explore key themes and perspectives through authentic media. You will learn to express yourself more confidently and comprehend what you read, hear and view in greater detail. As you progress in German you will begin to gain insight into your own language and culture.

**5331 GERMAN 3**

1 Credit

**5332** Prerequisites: Successful completion of German 2.

9 10 11 12

### GERMAN 4

See how far you have come and make greater strides in improving your communication skills and global awareness! You will become able to communicate and understand with greater detail, clarity and ease as you investigate the world and analyze varying perspectives reflected in authentic media. Your growing proficiency in German will allow you to gain a deeper insight into your own language and culture.

**5341 GERMAN 4**

1 Credit

**5342** Prerequisites: Successful completion of German 3.

9 10 11 12

### GERMAN 5

Express and support your ideas and opinions with confidence! By investigating, discussing and debating compelling global issues, you will develop your analytical and persuasive skills, communicate more effectively, learn to use German for research and strengthen your comprehension of authentic media. Your improved proficiency in German will help you reflect more deeply on your own language and culture.

**5351 GERMAN 5**

1 Credit

**5352** Prerequisites: Successful completion of German 4.

9 10 11 12

### SPANISH 1

The emphasis during the first year of Spanish is on the understanding, speaking, reading and writing of Spanish. There is an emphasis on vocabulary acquisition and the basic application of grammar with the goal of students having the ability to describe themselves.

**5511 SPANISH 1**

1 Credit

**5512** Note: Students who have taken Spanish at GMS and received a C- or higher must take Spanish 2.

9 10 11 12

### SPANISH 2

In Spanish 2, you will continue to become stronger at reading, speaking, writing and understanding real-world Spanish. You will be able to use your skills to shop, visit cities and parks, cook, and name the animals in Spanish. You can demonstrate your skills by creating skits/videos with your classmates.

**5521 SPANISH 2**

1 Credit

**5522** Prerequisites: Successful completion of Spanish 1

9 10 11 12

### SPANISH 3

In Spanish 3, you will continue building your reading, speaking, writing and understanding skills by being immersed in the culture of all the Spanish speaking countries of the world. You will study foods, art, music, sports and much, much more. You will begin to become more confident and independent in your use of the language.

**5531 SPANISH 3**

1 Credit

**5532** Prerequisites: Successful completion Spanish 2

9 10 11 12
In Spanish 4, you will be able to use real-world applications of Spanish by creating dialogues, presentations, and writings to demonstrate your ability to speak and write and understand in Spanish. You will study technology, sports, foods, music and much more. You will be able to communicate with your peers and other Spanish speakers on a variety of topics with confidence and ease.

The course objectives are to help you:

- Understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts.
- Develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary.
- Express yourself by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts.

In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, you will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.
STEP SIX

ENTER YOUR COURSES ONLINE

(www.greenfield.k12.wi.us)
Using Google Chrome

ALL COURSES MUST BE SUBMITTED BY FEB. 19th

Online Course Selection Process

Enter Course Selections online.

1. Log in to your Infinite Campus account using Google Chrome or Firefox.  
   *You cannot use the App on your phone.*

2. Click on: Registration – Left hand column of screen

3. Click on: Course Search - Upper right side of screen

4. Enter course number from your course selection sheet in box COURSE NUMBER then click Go.  
   *Do not type in the Course Name!!!!*

5. Course name and number will be listed to the right - Click the Course Name/Number

6. Scroll down and Click on box Request This Course

7. Course should now be listed on the left side under Requested Courses

8. YEAR LONG COURSES MUST HAVE A NUMBER FOR SEMESTER 1 & SEMESTER 2

9. Repeat steps 2-8 until all courses have been selected.

- To change a class, click on the course name under Requested Courses, verify that you have selected the course you want to drop and click *Drop this Request*

*When all courses have been selected, including both semesters of a year-long course, and are listed under Requested Courses, PRINT the Request Page, have parent sign page and return to the STUDENT SERVICES OFFICE. After printing, click on Log Off - left hand column of the screen.*