

Cover Page

2015-2016



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January 2015

Dear EHS Students and Parents/Guardians:

As is our tradition here at EHS, we continue to offer a solid and strong college-preparatory curricular program. We take pride in the quality of our curriculum, orchestrated by gifted, dedicated, and skilled professionals committed to pursuing excellence within a caring community of learners. Our mission and identity as a Sinsinawa Catholic Dominican school further provides the foundation that defines and nurtures our efforts, and challenges all of us to continuous growth and development.

Your future is taking shape right now—as you plan your course of study for the 2015-2016 school year. As you select your courses, we encourage you to be mindful of the changing nature of our world. Planning for the future means considering all the options, taking into account your personal goals and beginning to lay a solid foundation for the realization of your dreams and aspirations. We encourage you to choose a course of study that will maximize your future opportunity by challenging yourself now.

It is very important that you study the 2015-2016 *Curriculum Guide* so you can confidently prepare questions and identify your needs in order to select the best possible program for your interests, talents and abilities. As you plan, take advantage of the insights offered by teachers, counselors and administrators. Their experience and knowledge of the Edgewood High School program and college requirements will be invaluable to you and your parents/guardians as you make your final course decisions.

It is our hope that your years at Edgewood will be filled with many stimulating ideas and enriching experiences that serve you well. Remember that what you contribute to your own education will determine in large measure what you derive from it.

Sincerely,

Robert D. Growney
Principal



EDGEWOOD HIGH SCHOOL MISSION STATEMENT

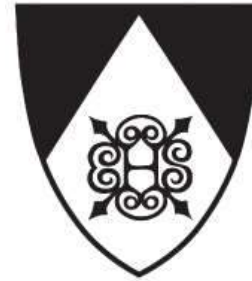
Edgewood, a Catholic high school, educates the whole student for a life of learning, service and personal responsibility through a rigorous academic curriculum that embraces the Sinsinawa Dominican values of Truth, Compassion, Justice, Community and Partnership.

EDGEWOOD HIGH SCHOOL VISION STATEMENT WHAT WE STRIVE TO DO

To provide an exceptional high school experience in an inclusive Dominican Catholic community where every student is inspired to study, reflect and take action in pursuit of a purposeful life.

EDGEWOOD HIGH SCHOOL SPONSORSHIP STATEMENT

Edgewood High School is sponsored by the Sinsinawa Dominican Congregation. Founded in 1847 by Venerable Father Samuel Mazzuchelli O.P., the Congregation sponsors eleven institutions. Through sponsorship, the Sinsinawa Dominicans carry out their mission to preach and teach.



GRADUATION INFORMATION

GRADUATION REQUIREMENTS

I. Total Number of Credits needed for Graduation

Class of 2016	29.00
Class of 2017	29.00
Class of 2018	29.00
Class of 2019	29.00

II. Credit Requirements for Graduation

- English – 4 credits (*1 credit of English is required each year as an EHS student.*)
- Religious Studies – 4 credits (*1 credit of Religious Studies is required each year as an EHS student.*)
- Science – 3 credits
- Social Studies – 3 credits
- Physical Education – 3 credits (*Physical Education I is required Freshman year. Health Education is required sophomore year.*)
- Mathematics – 3 credits
- Computer Literacy – 0.5 credit (*Students can test out of this 0.5 credit.*)
- Fine Arts – 1 credit (*To include Art, Music, or Acting – You may choose which years you would like to fulfill your requirement.*)
- Public Speaking – 0.5 credit (*Required for Graduation – You may choose which year you would like to fulfill your requirement.*)
- Electives – 7 credits

See the *Minimum Yearly Credit Requirements* outlined on the following pages.

Special Arrangements Are Made To Ensure Transfer Students Meet Graduation Requirements.

III. Retreats

Every student attending EHS is required to participate in an annual retreat experience. See *Campus Ministry – Retreats* for more information.

IV. Service Hours

Student yearly service hour requirements are as follows:

Freshmen: 10 hours	Sophomores: 30 hours
Juniors: 30 hours	Seniors: 30 hours

Of the 100 total Service Hours required for graduation, students must have at least 50 Community Service Hours to graduate. See *Campus Ministry – Service* for more info.

V. College Admissions Examinations

All students must complete an ACT exam. See *Test Dates* under *College Admission Requirements*.

MINIMUM YEARLY CREDIT REQUIREMENTS

Freshman Year - 8 Credits Required

- Five credits must include:
 - US History - 1 credit
 - English - 1 credit
 - Mathematics - 1 credit
 - Freshmen Religion - 1 credit
 - Science (Biology) - 1 credit
 - Physical Education - 1 credit
- Two additional Elective credits are also required.
 - Personal Computer Literacy (0.5 credit) will be required if students do not pass the administered proficiency exam.

Sophomore Year - 7 Credits Required

- Five and one-half credits must include:
 - English (English II or British Literature Honors) - 1 credit
 - Health Education - 0.5 credit
 - Mathematics - 1 credit
 - Religious Studies (Hebrew Scriptures and Christian Scriptures) - 1 credit
 - Science (Chemistry or Chemistry Honors) - 1 credit
 - World History - 1 credit
- One and one-half additional Elective credits are also required.

Junior Year - 7 Credits Required

- Three credits must include:
 - English (American Literature or American Literature Honors) - 1 credit
 - Religious Studies (Morality - 0.5 credit; Elective - 0.5 credit) - 1 credit
 - Mathematics - 1 credit
- Four additional Elective credits are also required.

Senior Year - 7 Credits Required

- Two credits must include:
 - English - 1 credit
 - Religious Studies - 1 credit
- Five additional Elective credits are also required.

MAXIMUM CREDIT LIMIT

Students are allowed to register for more than the minimum number of credits, but may not take more than one additional credit above the minimum for their grade level (See *Minimum Yearly Credit Requirements*). If students are above the maximum credit load, they may need to meet with a school counselor to discuss their course selections. Please understand that students who take additional classes/credits may end up with class schedules that yield little or no free time for study, meeting with teachers, etc. Due to the logistical difficulties of creating conflict-free schedules that exceed the minimum credit load, we cannot guarantee that students who register for a heavy load of classes will receive a schedule that includes all their requests.

GRADUATION PARTICIPATION

Students who finish their final semester .5 credit short of fulfilling graduation requirements may participate in all graduation activities, if a plan exists to obtain this .5 credit through summer school or extension courses. Such a plan must be agreed upon by the student, parent/guardian, school counselor, and principal. Diplomas will be issued upon completion of the .5 credit. Students with 28 or less credits may not participate in graduation activities.

International students who are seniors but not candidates for graduation may participate in all graduation activities and will receive a Certificate of Completion in lieu of a diploma.

EARLY GRADUATION

A student who requests the opportunity to graduate in less than four years must:

- Notify his/her school counselor before January 1 of his/her Junior year
- Meet the minimum requirements equivalent to all four years as outlined in the *Minimum Yearly Credit Requirement* section.
- Carry and maintain a cumulative grade point of at least 3.0 until graduation.

TRANSCRIPTS

Information Included

A transcript is a record of a student's course work throughout his/her enrollment in high school. Included on all transcripts are the student's name, address, telephone number, birth date, grade, gender, previous school(s) attended (if applicable), and entry, withdrawal, and/or graduation date. The transcript also shows the student's cumulative grade point average and total number of credits earned. The transcript displays all courses taken by the student at Edgewood High School, along with the grade and credit earned for each class. This information is displayed by semester. Class Rank is not provided.

Requesting a Transcript

If an official transcript is needed for college/university admission, it needs to be requested through the Parchment site, available on the EHS homepage. Directions for creating a Parchment account and how to use Parchment are available in Student Services.

If an unofficial transcript is needed for a scholarship, job application, or any other personal need, you can request a *Self-View* through your Parchment account or you can visit Student Services for a printed copy.

EHS Four Year Planning Guide

Freshman (Minimum Credits - 8.0)

Course	Credit
US History-FIT:	1
Biology-FIT:	1
English I-FIT or English I Honors:	1
Freshmen Religion-FIT:	1
Mathematics:	1
Physical Education:**	
Physical Education 1: Sem 1	0.5
Physical Education 1: Sem 2	0.5
Personal Computer Literacy: (Pending Proficiency Exam Placement)	
Electives:	

TOTAL:	_____
(Maximum Total Credits - 9.0)	

Sophomore (Minimum Credits - 7.0)

Course	Credit
World History:	1
Chemistry or Chemistry Honors:	1
English II or British Literature Honors:	1
Hebrew Scriptures:	0.5
Christian Scriptures:	0.5
Mathematics:	1
Health Education:	0.5
Physical Education:**	
_____	0.5
Electives:	

TOTAL:	_____
(Maximum Total Credits - 8.0)	

Junior (Minimum Credits - 7.0)

Course	Credit
American Literature or American Literature Honors:	1
Religious Studies:	
Morality:	0.5
_____	0.5
Mathematics:	1
Science:	1
Physical Education:**	
_____	0.5
_____	0.5
Social Studies:	

Electives:	

TOTAL:	_____
(Maximum Total Credits - 8.0)	

Senior (Minimum Credits - 7.0)

Course	Credit
English:	0.5
_____	0.5
Religious Studies:	0.5
_____	0.5
Physical Education:**	

Mathematics (Optional, but recommended):	

Science (Optional, but recommended):	

Social Studies (Optional, but recommended):	

Electives:	

TOTAL:	_____
(Maximum Total Credits - 8.0)	

**Physical Education: A total of 3 credits are required for graduation. You may choose which years you would like to fulfill your requirement. Physical Education I is required freshman year. Health Education is required sophomore year. Public Speaking (0.5 credits) and Fine Arts Electives (1.0 credit) are required for graduation. You may choose which years you would like to fulfill your requirement.



PLANNING— THE COURSE SELECTION PROCESS

The requests collected during the student course selection process are used to build the master schedule. Every effort is made to schedule all requests, but because of the large number of course offerings, some conflicts are inevitable. However, conflicts can be kept at a minimum if accurate information about student course choices is obtained before scheduling begins. Therefore, Edgewood has the following guidelines about the course selection process.

PREREQUISITES

Students may not register for courses for which they do not meet the prerequisites. If students register for a course without completing the prerequisites, the corresponding courses will be removed from their requests.

SELECTING COURSES

Students will select courses based on graduation and potential college entrance requirements, recommendations from teachers and counselors, and their individual levels of interests, needs, and abilities. Students are encouraged to use additional resources including their Course Selection Contract, the Curriculum Guide, and the Four Year Planning Guide to aid them through this process.

CHANGING COURSE SELECTIONS

Restrictions: Changes in course selections after final Course Contracts are submitted are restricted for several reasons:

- Staffing needs for the upcoming year are based upon course selection requests.
- Budget building for the upcoming year is based upon course selection requests.
- Achievement of balanced sections, i.e., classes with approximately equal enrollment, is dependent upon course selection requests.
- Considerable clerical, counselor, and administrative time is needed to make course request changes.

Circumstances Permitting Course Change: Sometimes it is necessary to change a course selection. The following outlines the **ONLY** reasons a student could make a change in their course selection:

- Course failures
- Errors which result in inaccurate course selections
- Oversights in meeting graduation requirements
- Documented extenuating circumstances (medical reasons, teacher recommendations, etc.)
- The course requested by the student does not fit in the student's schedule after the Master Schedule has been built

It is the policy of Edgewood High School of the Sacred Heart not to honor requests or changes for specific teachers or class times, unless extenuating circumstances exist. In such instances, school counselors will refer the case to the Principal, who will make the final decision.

Because of our need to abide by the above guidelines, parental involvement during the course selection process is essential. Parents must sign the Course Selection Contracts in order for student requests to be processed.

The information in the preceding paragraphs illustrates how important it is for students and parents to study and discuss program choices **before** final contracts are turned in. Student Services personnel and teachers are available to assist parents and students with course selection.

DROPPING COURSES

Once the academic semester/year has begun, a student will only be allowed to drop a course within the first TWO CYCLES of the semester if credit totals allow and the drop is deemed appropriate after meeting with a school counselor.

After the first two cycles have passed, a course will be dropped **ONLY IF** this drop is recommended by the teacher of the course and/or extenuating circumstances arise. This recommendation is followed by communication among the Student, Teacher, Parents/Guardians, School Counselor, and Principal. The following outlines the steps of the EHS Official Drop Process:

- 1) Course drop is recommended by the Teacher or extenuating circumstances arise for the Student.
- 2) Meeting between the Student and the Teacher of that specific course
- 3) Meeting with the Parents/Guardians and the Teacher.
- 4) Meeting with the Student, the Teacher, the School Counselor, and/or the Parents/Guardians.
- 5) **FINAL STEP for Drop Approval:** Final approval must be given by the Principal. This may require a sit down meeting with all parties involved.



ADDITIONAL COURSE INFO

FRESHMAN INTERDISCIPLINARY STUDIES 2.0 (FIT 2.0)

The FIT (Freshman Interdisciplinary Team) program is designed to integrate and coordinate the curriculum across the disciplines emphasizing common themes, writing and research skills, critical thinking, and the application of technology. This emphasis on integrated learning includes the following courses: U.S. History, English, Religious Studies, Biology, and Group Guidance. An annual FIT Field Trip fee is assessed.

ADVANCED PLACEMENT (AP) COURSES

In 2015-2016, Edgewood will offer AP English Literature & Composition, AP French, AP Latin, AP Spanish, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, AP Physics II, AP European History, AP Statistics, and AP US History. The following standards and criteria apply to all AP courses:

- Interested students must complete the entire AP Application and Enrollment procedures and adhere to the procedural requirements. Official AP Applications are available from the department chairs.
- Enrollment in AP classes is always contingent upon departmental approval. A meeting with and a signature from your counselor is mandatory for enrolling in any AP class.
- Once a student has enrolled in an AP course, he/she may **NOT** drop the course.
- AP courses meet six mods per cycle.
- There is an AP course fee of **\$400.00** for each AP course.
- Near the conclusion of the course, all students must take the appropriate AP Examination administered by the Educational Testing Service for the College Board.
- Students who successfully complete the above mentioned AP exam may be eligible to receive college credit – receiving college credit is not guaranteed. All colleges establish their policies independently. Students are encouraged to contact the admissions office of their prospective universities to receive specific credit requirements.
- Because of the demands placed on students taking AP courses, students are encouraged to take only two AP courses per year. Highly motivated and talent-

ed students may take additional AP courses in a year pending approval from their parents/guardians, school counselor, AP teachers, and principal.

GRADING SCALES

Courses at EHS are either on a Four-Point or Five-Point grading scale. Most EHS courses are based on a Four-Point grading scale where an A=4.0, A-=3.5, B=3.0, B-=2.5, C=2.0, C-=1.5, D=1.0, D-=0.5, F=0.0, when factored into a student's Grade Point Average. Those on a Five-Point Grading Scale include: Honors courses, Advanced Placement (AP) courses, and other pre-approved college courses. In a Five-Point Grading System, a full point is added to the final grade when factored in to the GPA (ex: A=5.0, B=4.0, etc.)

EHS COURSES TAKEN BY GRADE SCHOOL STUDENTS

Occasionally middle school students are allowed to enroll in EHS courses upon the recommendation of their current teachers and principal, and contingent upon the approval of the EHS administration. These courses will NOT appear on their high school transcript and will NOT count toward their cumulative GPA or the completion of graduation requirements.

Grade school students who enroll in EHS classes:

- Must complete and meet the same level of expectations as high school students taking the same course, and follow the EHS Student/Parent Handbook.
- Are required to attend EHS classes every day they are scheduled, even days when their grade school is not in session. (Note: This may occur several times each semester.)
- Will be eligible to enroll in the next course in that respective department's curriculum.

Edgewood High School reserves the right to drop grade school students from high school courses if student capabilities, effort, and/or behavior indicate that the student is not yet ready to achieve success in a high school level course.

NON-EHS COURSES

Policy

An EHS student who wishes to take courses at a place other than Edgewood High School will not receive EHS credit unless the student's counselor and appropriate department chairperson grant **prior approval**. The official contract entitled *Contract for Non-EHS Courses* outlining all specific procedures must be agreed upon and signed by student, parents, school counselor, and appropriate department chairperson.

College Courses

Edgewood High School allows juniors and seniors, who have exceeded our curriculum offerings, to take classes at either UW-Madison or Edgewood College. Courses taken at either of these institutions cannot replace existing required course work at Edgewood High School.

College courses worth 1-3 credits that are not offered at Edgewood High School also require the completed *Contract for Non-EHS Courses*. If approved, the semester-long academic course will be graded as an "honors" course on a Five-Point Grading Scale as an elective and will be given 1.0 credit. All college courses taken for honors credit must have prior approval of the student's parents, school counselor, and department chair.

Students who attend college courses for high school credit must be accepted, register at the college or university, and pay all fees as required by the institution. Families will be billed by and make payments directly to the college. Edgewood High School will not provide tuition reduction or reimbursement for classes taken outside of EHS.

Summer School

Edgewood High School does not offer summer school courses for credit, with the exception of Regular and Advanced Environmental Field Education. However, students may enroll in summer courses offered by other schools districts.

Summer school is used for one of three purposes:

1. Enrichment
2. Acceleration through current EHS curriculum
3. To make up Semester Failures and/or aid students deficient in credits progress toward graduation.

All summer school courses must be accompanied by the *Contract for Non-EHS Courses* and pre-approved by the counselor and the department chairperson of the subject area. Regular credit will be given for approved off-campus courses. Maximum credit load in summer school is two credits. Students who take summer school courses must still register for the required minimum credits for their grade level for the next school year.

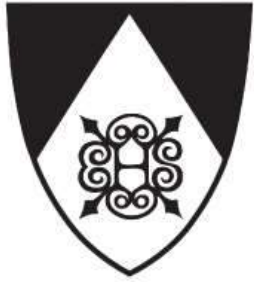
This outlines the general procedure followed by EHS, but each course will be evaluated on an individual basis to determine whether credit is granted. Determining factors will include the number of hours of instruction, breadth and depth of the course, and documentation of student work. Grades cannot be awarded unless the sponsoring institution provides a grade.

Study Abroad

Students must meet with their counselor to develop an approved course of studies six months prior to enrolling to study abroad. Courses which meet Edgewood High School requirements will receive credit on the Edgewood High School transcript, but not a grade. Grades received in courses taken abroad will not be calculated in GPA.

Driver's Education with CESA #2

Edgewood High School hosts a Driver's Education course administered by CESA #2. The Driver's Education program includes both *Classroom Instruction* and *Behind the Wheel*. The *Classroom Instruction* is held after school hours at EHS and *Behind the Wheel* can be scheduled for before, during, or after school hours with your Driver's Ed instructor. This course does not count toward graduation credits for EHS and will not be present on the student's official EHS transcript. Further questions can be directed to CESA #2 at www.cesa2.com. Registration Forms are also available in Student Services.



STUDENT RESOURCES

STUDENT SERVICES

To provide an exceptional high school experience in an inclusive Dominican Catholic community where every student is inspired to study, reflect and take action in pursuit of a purposeful life.

The Student Services Department includes the Assistant Principal and three counselors. We have a unique model of operation addressing disciplinary matters addressed by the Dean of Discipline in conjunction with support and personal development led by the counselors. The department directs all efforts toward fostering individual growth. The counselors assist each student as s/he works toward achievement of education, vocational, personal and social fulfillment. Individual contacts, group procedures and one-on-one counseling by professional personnel assist in this process. It is the goal that all students and families have full access to the Student Services staff as needed

Goals of Student Services:

- Provide guidance in social, spiritual, and value judgments based on each student's uniqueness.
- Provide opportunity for students to make wise decisions for college preparatory course selections.
- Provide direction and assistance for all viable options in the post-secondary decision making process.
- Be a role model for students in issues of community service, social justice and dedication to enhancing the quality of life.
- Identify and refer those students with special needs and accommodate them in the following areas:
 - Gifted and Talented
 - Learning Disabilities
 - Emotional and Intellectual Development

Student Services assists students with:

Academic Planning

- 4-year Curriculum Development
- Course Selection Guidance
- Advance Placement Exams
- Student/Faculty Liaison
- Parent-Teacher Conferences
- Credit Recovery Planning

Academic Support

- Freshman Interdisciplinary Team
- Academic Success Program (ASP)
- NHS Peer Tutoring Program
- Learning Resource Center (LRC)
- Eligibility Monitoring

Career Exploration

- Self-Directed Search — Freshmen
- ACT Profile Assessment — Sophomores
- Strong Interest Inventory — Juniors
- ACT Career Assessment — Seniors
- Spring Career Fair

Class Meetings

- Freshman Group Guidance Classes
- Sophomore & Junior Class Meetings
- Senior Planning & Update Meetings

College Exploration and Post-Secondary Planning

- Junior/Senior College Planning Night
- Freshman/Sophomore College Night
- Financial Aid/Scholarship Workshop
- Junior Parent Counselor Meetings
- Parchment by Docufide Transcript Delivery
- Student Resume Development
- Scholarship Newsletter
- Scholarship Application Assistance
- College Admissions Representative Visits
- Standardized Testing
- Practice ACT — Sophomore
- PSAT — Junior
- SAT/ACT — Junior/Senior

LIBRARY SERVICES

The Edgewood High School Library is an integral part of the school community. Its purpose is to provide services and resources in support of the educational program and to ensure that students and staff are effective users of ideas and information.

Goals of the Library

- Meet the informational needs of the school based on knowledge of the curriculum and interests of its students, faculty, and staff.
- Stimulate and support intellectual and social growth, literary appreciation, aesthetic values, and ethical standards related to literature and information.
- Provide a balanced collection reflecting diversity in points of view and in treatment of controversial issues.
- Meet criteria such as factual accuracy, timeliness, variety of format and appropriateness to level of user.
- Instruct students in print literacy, visual literacy, and media literacy.
- Become partners with classroom teachers to ensure effective use of library resources and continued instruction in current and future technologies.
- Maintain a strong web presence to meet the needs of students beyond the school day.
- Provide an inviting and accessible work environment, conducive to multiple learning styles.
- Instill a love of learning and reading.

CAMPUS MINISTRY

Spiritual Life

The spiritual growth of all members of the Edgewood High School community are of utmost importance. Our Catholic Dominican values guide us to be inclusive and reflective in our practices. Campus Ministry department offers opportunities for students, faculty and staff to engage in reflective and active lives especially considering faith. In response to students needs, they are encouraged to grow in knowledge of religious traditions, to reflect on contemporary issues, and share their experiences with others. Spiritual growth for Edgewood students comes to fullness through relationships as visible in worship and concern for the world in which we live.

Retreats

The Campus Ministry team recognizes the value of spending time away from daily routines to engage in spiritual, interpersonal, and emotional development. Consequently, a yearly grade-level retreat is required of all students, facilitated by Campus Ministers, Edgewood High School faculty/staff members and peer ministers.

- Freshman Retreat in collaboration with FIT program: Day-long focus on Community;
- Sophomore Retreat: Day-long focus on Scripture;
- Junior Retreat coordinated through Morality class: Day-long focus on Service;
 - *Optional Junior Mission Trip to Chicago or Madison*: Four day/overnight cultural immersion with intensive reflection about service;
- Senior Retreat: Two day/overnight focus on Relationship with Self, Others, and God;
 - *Optional Senior CROSS (Christian Retreat of Shared Spirituality)*: Four day/overnight deeper consideration of Relationship with Self, Others, and God;
 - *Optional retreats by written application and approval through Campus Ministers.

Service

Serving in mission with the Sinsinawa Dominican Sisters and in support of Catholic teaching, Edgewood High School expects that students become increasingly aware of the needs of Madison and the world. Students reflect on the service they do for people, churches, non-profit organizations and discover the value of contributing to their community. Campus Ministry communicates to the student body about community events in need of volunteers and monitor the Service Hours forms for all students. Though a signature and other documentation is required, the focus for students engaging in service should be relationship-building and faith development. Students may serve their own Edgewood High School community, but at least 50% of their total hours of service must be provided elsewhere. Student yearly service requirements are as follows:

Freshmen	10 hours	Juniors	30 hours
Sophomores	30 hours	Seniors	30 hours*

*Senior requirements must be completed by end of third quarter of senior year.

Worship

To acknowledge and celebrate the value of faith in our community, we gather as a school approximately once per month and all Edgewood High School community members are invited. These all-school prayer services or Catholic masses are led by students in Peer Ministry and are relevant to the needs and interests of the student body. Students are required to be in attendance, as worship is part of our human spiritual growth. Within the traditions of the Catholic Church, students choose music and visuals to engage the spirit and guide reflection.



PREPARING FOR COLLEGE

This year by year synopsis outlines the college preparation/college selection process and the college prep services offered through the Edgewood High School Student Services Department. Our hope is that by providing valuable information, beginning in the student's freshman year, we will help students and families make educated, well thought out decisions. After reading this overview, if you have remaining questions, please feel free to contact Student Services.

FRESHMAN YEAR

Course of Study

With the help of their parents and their school counselors, students begin to design a four-year course of study that will prepare them for college. Keep in mind that many colleges and universities require their applicants to have at least three years of math, three years of science, and two years of language for admission.

Group Guidance

Students also learn about college preparation through Group Guidance, which is part of the FIT 2.0 program. This provides students a broad overview of the college exploration and college application process.

Scholarships

Through Group Guidance, school counselors discuss with students the significance of academic excellence, leadership, and service, emphasizing the importance of these areas in regard to scholarships. While most students focus on scholarships during their senior year, students may elect to begin their scholarship search as early as their freshman year.

Career Testing

All freshmen will take the Self-Directed Search assessment.

SOPHOMORE YEAR

Update Course of Study

Students update their course plan with their school counselor. Students may, for example, want to sign up

	for courses that will prepare them for advanced placement course work.
Practice ACT	Students take the Practice ACT, covering English, Math, Reading, and scientific reasoning. The Practice ACT report provides the same results as an official ACT exam, including subject subscores and a college readiness benchmark tool. Students will discuss scores with counselors to identify growth and improvement, subject area strengths and weaknesses, and create plans for ACT preparation.
ACT Profile	In conjunction with the Practice ACT, sophomore students will complete ability, value, and interest inventories to identify potential career paths. These results will help guide students to select appropriate courses and continue exploring various college majors and career paths
PSAT	The PSAT is offered to all sophomores. The sophomores who elect to take the PSAT are usually those students desiring early exposure to all college entrance exams. Refer to PSAT under <u>Junior Year</u> for more information.
Counselor Meetings	Students begin discussing college with their school counselor. An overview of the college selection process is outlined, and students are encouraged to enhance their service and co-curricular involvement.
JUNIOR YEAR	
Parent/Student Conferences	During the spring semester of a student's junior year, an hour-long meeting will occur between the student and his/her counselor and parents. Information regarding post-secondary options (2-year school, 4-year school, military, "gap year" etc.) financial aid, application processes, test scores, GPA, grades, and transcripts will be discussed, and resources to continue researching student options will be shared. Students are highly encouraged to take more formal steps towards their post-secondary planning prior to these conferences through the avenues mentioned below, as well as individual meetings with counselors as needed.
Review Course of Study	Students review their course of study with their school counselor. This is an opportunity for students to make certain that they are selecting the courses needed for

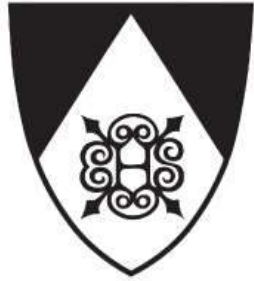
	admission to the colleges and universities in which they are most interested.
College Fairs	Students are made aware of local and national college fairs where they can meet representatives from a wide variety of colleges and obtain brochures and other descriptive materials from schools that interest them.
College Representatives	Students have the opportunity to meet with college representatives who visit Edgewood High School. These visits occur throughout the year and are organized through Student Services.
PSAT	All Juniors take the PSAT. The Preliminary Scholastic Aptitude Test is a scaled-down version of the SAT which assesses a student's math and verbal skills. Juniors who get top scores on the PSAT can qualify to compete for National Merit Scholarships.
ACT/SAT	Students decide when they will take the SAT and/or ACT. The exams are given several times a year. Students must register approximately six weeks in advance. Students may take the ACT and/or SAT as early as they wish. Some students choose to begin their ACT/SAT test taking early in their junior year. Starting early gives the student the advantage of being able to retake the tests several times. In addition, some students find that the familiarity with the tests that is gained from retaking proves to be advantageous.
SAT II/Subject Tests	Subject tests measure a student's knowledge in particular subjects. Of the colleges that require SAT II, many require at least two tests. Consult college websites or your school counselor for information on specific tests required.
Post-Secondary Research	With help from their parents and school counselors, students assess what they want in a post-secondary institution. College choices are based on many factors, including admission requirements, academic fit, personal fit, size, distance from home, public vs. private, fields of study, etc. Students draw up a preliminary list of schools and gather information about their selected colleges. Student Services helps students learn how to use various college search resources, ranging from school websites, educational rankings, and meeting with college representatives. Although these topics will be discussed at the Parent/Student Conference mentioned above, it is highly encouraged for students to begin this research at the beginning of their junior year and meet with their counselor throughout the year for any guidance needed.
College Visits	Students should visit a variety of colleges. Many families

	<p>may choose to begin these visits in their student’s sophomore year. Visits to different types of local colleges – urban and rural, large and small, public and private – prove to be quite helpful. The best time to visit colleges varies. However, a day when the college is in session and the admission office is open offers a more comprehensive view of a college. Students must be sure to call or refer to the Office of Admissions webpage in advance to arrange a visit.</p>
Scholarships	<p>Student Services publishes a Scholarship Newsletter that is accessible through the EHS website. School counselors are available to assist students with the scholarship process. Refer to Scholarships under <u>Senior Year</u> for more information.</p>
Career Testing	<p>All juniors will take the Strong Interest Inventory in November. The individual’s extensive results are reviewed with his/her school counselor to discuss potential college majors and career plans.</p>

SENIOR YEAR
Application Timeline

	<p>Each college or university has their own distinct application deadlines and application processes. It is important to be aware of those deadlines which are noted on the undergraduate admissions web pages. There are several types of admissions deadlines to be aware of but not all colleges offer each option:</p> <p><u>Early Decision</u> – This is a BINDING admissions decision. If the student is admitted then they must cancel all other applications and commit to attending the particular school. This option, if available, should only be used by those who meet or exceed application requirements and consider the specific school to be their absolute first choice.</p> <p><u>Early Action</u> - This is a NON-BINDING admissions decision, but is an option for students who wish to receive their admissions decision at a much earlier date. Some colleges and universities limit the number of schools to which you can apply EA.</p> <p><u>Regular Decision</u> – This is the traditional deadline by which all materials must be submitted for full-consideration. Applications received after this date may be considered on a space available basis.</p> <p><u>Rolling Admissions</u> – Schools will review applications as they are received and will admit students as long as space permits. Students are usually notified of their acceptance status within 2-3 weeks.</p>
Essays	<p>Many colleges require essays or personal statements be submitted as part of the application requirements. These writing samples allow the schools to learn about the student in their own words. Students are encour-</p>

	<p>aged visit the EHS Writing Lab for review of their essay content. In addition to consulting with school counselors, there are numerous resources on writing effective essays and statements available online or at bookstores.</p>
Letters of Recommendation	<p>Students should personally request letters of recommendations from teachers, coaches and employers. Students need to approach teachers early, allowing ample time for letter writing. These letters are then kept on file in Student Services for submission to appropriate schools. Recommendations may also be sent through online options such as SendEdu or specialized school forms. Please look to the specific school requirements and instructions. Remember, a personal “Thank You” is always appreciated.</p>
ACT	<p>Students must take or retake the ACT before graduation. ACT or SAT score reports must be sent from the testing agency to all colleges to which the student applies.</p>
College Application Process	<p>Student Services provides students with detailed directions outlining the college application process through the Senior College Planning Night and the Senior Student Assembly held early in the fall semester. School counselors are always available to assist for consultation and guidance through the application process.</p>
Scholarships	<p>Student Services publishes a Scholarship Newsletter that is accessible through the EHS website. School counselors are available to assist students with the scholarship process. Students are also encouraged to utilize various scholarship websites and books available through Student Services. Excellent free scholarship resources can be found online through websites such as Fastweb.com and Meritaid.com. Please be aware of fee-for-service sites. Students should also contact their prospective colleges for scholarship/financial aid information. New scholarships arise throughout the entire school year with varying deadlines, so it is important for students to be checking the resources mentioned above monthly for scholarship opportunities.</p>
Transcripts	<p>Students must send a copy of their official transcript to any college/university to which they apply. EHS sends all transcripts electronically through www.Parchment.com. All students must create an account to have their transcript sent to the colleges/universities of their choice. More information about Parchment account creation and usage are available in Student Services.</p>



COLLEGE ADMISSION REQUIREMENTS

College admission requirements vary among institutions. Consequently, it is important that parents and students begin to investigate requirements early for colleges in which they are interested. It is important that a course of study be selected which best matches students' abilities, college plans, and career interests. School counselors are available to assist students and parents in making appropriate course selections. A table outlining various credit requirements is below (pay attention to the letters referencing a specific column in descriptions to follow):

	A	B	C	D
	EHS Minimum Graduation Requirements	EHS Recommended Credits for College Admissions	General College Minimum Requirements	UW-Madison Minimum Typical Requirements
English	4	4	4	4
Fine Arts	1	1	0	2
Foreign Language	0	2	2	3+
Mathematics	3	3+	3	4
Science	3	3+	3	3+
Social Studies	3	3+	3	3+

English: EHS's requirement of four credits fulfills all minimum college requirements (A, B, C, D).

Fine Arts: EHS's graduation requirement is one (A), but pay attention to the Fine Arts credit requirement at schools for which you might apply – this varies from school to school (B, C, D).

Foreign Language: EHS does not have a requirement (A). Two credits minimum in the same language are recommended for General College Admission (C). While not all colleges require high school credits in foreign language for admission, many require it for college graduation. UW-Madison requires two years of foreign language for admission, but

students who are not native English speakers can also satisfy the foreign language requirement if they were educated in their native language through grade eight (D). Advanced high school study may help to fulfill the college requirement as four years of high school foreign language may satisfy the graduation requirement from some colleges. Most Edgewood students take two to four years of a foreign language.

Mathematics: Most colleges/universities require a minimum of three credits to include Algebra I (B, C). UW-Madison minimally requires Algebra I and Geometry, with one additional unit in Algebra, Geometry, Trigonometry, or Calculus (D). Most EHS students take four years of mathematics, but the graduation requirement is three credits (A).

Science: Most colleges/universities, including UW-Madison, require three credits, to include Biology and a highly recommended year/credit of Chemistry (B, C, D). For some universities and majors, advanced science courses are also recommended. All science credits have a primary emphasis in lab experience and technique. Most EHS students take four years of science, but the EHS graduation requirement is 3 credits (A).

Social Studies: EHS's requirement of three credits fulfills all minimum requirements (A, B, C, D).

GENERAL COLLEGE ADMISSION REQUIREMENT NOTES (C)

For requirements of a specific university, be sure to consult the publications of that school. The graduation requirements at Edgewood meet or exceed the minimum requirements for most universities. Meeting the minimum admission requirements does not, however, guarantee admission and it is often in the applicant's best interest to present as strong an academic course profile as possible. Indeed, this increases in importance with the more competitive universities.

Keep in mind that each college has its own admissions standards, and many of these standards have increased in recent years. It is recommended that students and parents check closely with the EHS Student Services Department and the schools of interest to ascertain the current standards. Also, please be aware that ACT/SAT scores, class rank, GPA, and other factors are all important factors in college admission, and individual colleges and universities give varying degrees of importance to these factors when considering applicants for admission.

UW SYSTEM ADMISSION REQUIREMENT NOTES

Along with the General College Admission Requirements (C), please note all UW System schools require three credits in mathematics and three credits in natural science. The mathematics credits all must be at and above the Algebra level. Courses typically taught prior to the Algebra year will not fulfill this requirement.

UW-MADISON ADMISSION REQUIREMENTS NOTES (D)

Note: This information is obtained directly from the University of Wisconsin-Madison Office of Admissions.

The University of Wisconsin-Madison has a holistic, competitive, and selective admission process. Our counselors will consider your high school course work, written statements, standardized test scores, extracurricular activities, and a letter of recommendation, if you choose to submit one. We have an understanding of the course offerings and grading scale at your school, so we will look closely at your high school transcript to assess the rigor of your curriculum and your performance in those courses. We are also looking for consistent involvement in activities in or out of school, leadership, community involvements, or any special gifts or talents that you would bring to our university.

Admission Requirements and Expectations

Academic preparation and success are the primary considerations for admission. We do not have a minimum GPA, test score, or class rank above which admission is guaranteed.

High School Academic Preparation

Your high school record should demonstrate rigor and breadth in the type of coursework you pursue. A competitive academic record should show challenging advanced-level work, such as AP, honors, or IB courses, in as many areas as possible, while maintaining a strong GPA.

Recommendations

Insights from teachers, counselors, employers, and coaches add perspective to each student's achievement. A total of two or three is sufficient.

Dates and Deadlines to UW-Madison

As of September 2012, U.S. Citizens, permanent residents, and international students have the same admission deadlines and notification periods.

Freshman Deadlines and Notifications:

- **First Fall Notification Period:** To receive a decision during the First Notification Period, students must complete the application and submit all required materials by November 1. Admission decisions for these students will be made by the end of January.
- **Second Fall Notification Period:** Students who complete their applications during the Second Notification Period (after November 1, but before February 1 application deadline) will have decisions made by the end of March.

How to Apply to UW-Madison

1. **Application:** Use the online application, which allows you to save your progress and return to complete sections as needed.
 - ◆ admissions.wisc.edu/apply
2. **Written Statements:** As part of our holistic review, we refer to the written statements you submit to understand more about you. What you choose to share gives us an idea of who you are and what you might be like as part of our community. Remember to be genuine in your writing.
3. **Transcripts:** Request official transcripts from your high school and any collegiate or summer programs you attended. Transcripts must be sent directly from each school or institution.
4. **Test Scores:** Scores from either the ACT (school code 4656) or the SAT (school code 1846) are required. All scores must be sent directly from the testing agency.

5. **Letters of Recommendation:** Though not required, we strongly recommend at least one letter from someone who can attest to your academic ability, such as a high school teacher or college counselor. Send them a link to the online recommendation form:

◆ admissions.wisc.edu/submit/recommendation

Profile of Students Admitted to UW-Madison

- GPA: 3.69 — 4.0 (unweighted)
- Class Rank: 86 — 95th percentile
- ACT Composite: 26 — 30
- SAT Composite: 1830 — 2030
 - *Official ACT or SAT score reports including the writing exam are required and should be sent directly from the testing agency.*

When our admission counselors review an application, they make one of three admission decisions – admit, deny, or postpone. A postponed decision means a student is neither admitted nor denied at the time of the initial review. The application is held for further consideration.

If a student receives an invitation to join the wait list, he or she has a chance to be admitted if space becomes available after May 1. Only viable candidates are offered a spot on the wait list.

Students accept their offer of admission online in the Student Center and pay a \$100 deposit, which is applied toward tuition and fees. Students applying for Fall Admission must accept their offer by May 1, or within 10 days from the date of admission, whichever is later.

COLLEGE ADMISSION EXAMINATIONS

Based on standardized college admission examinations (the ACT and the SAT), we have found that students who complete a core program of studies which includes four years or more of English, three years or more of Mathematics, three years or more of Social Studies, and three years or more of Natural Sciences have scored significantly higher on entrance examinations.

Many universities require applicants to take an admissions test. The Scholastic Aptitude Test (SAT) and the American College Test (ACT) are the two major examinations for this purpose. The admissions website for each school states if they require an admissions test and, if so, which they prefer. This information can also be obtained from the Student Services Department. The tests are usually taken during the spring of junior year or fall of senior year.

ALL SCHOOLS IN THE UW-SYSTEM REQUIRE THE ACT!

TEST DATES 2015-2016ACT Test Dates:

September 12, 2015
 October 24, 2015
 December 12, 2015
 February 6, 2016
 April 9, 2016
 June 11, 2016

PSAT Test Date:

October 14, 2015
*(taken at Edgewood High School
 by all EHS Juniors)*

AP Exam Dates:

May 4 - 8, 2015
 May 11-15, 2015

**2016 AP Exam Dates not yet available.*

The SAT/ACT High School Code for Edgewood High School is 501-155.

STANDARDIZED TEST SCORES

Standardized test scores such as PLAN, PSAT, ACT, and SAT are considered the property of the students. It is therefore the students' responsibility to provide their scores to colleges and other organizations which request or require test scores. Most colleges require that official score reports be sent directly from the testing company. When registering to take the ACT or SAT assessment tests, students are given the option to have their scores sent, free of charge, to three colleges. Additional score report forms are also available in the Student Services offices. There is a fee charged for this service by the testing agency.



COURSE DESCRIPTIONS & OFFERINGS

The following pages provide a description of the courses offered for the 2015-2016 school year. Preceding each description is the course name, course number, credit value, the grade levels at which the course is offered, length of the course, and prerequisites for the course. Additional fees, to be applied to tuition, are also indicated for certain courses.

UNDERSTANDING COURSE DESCRIPTIONS

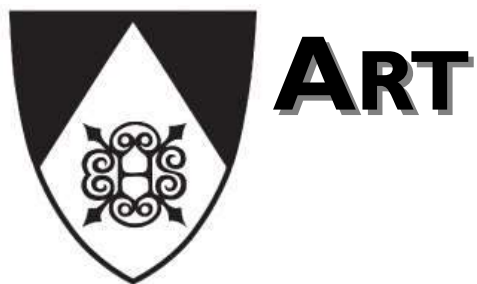
Refer to the guide below on how to decipher the information presented for each course:

Official Course Name

Abbreviated Course Name/Number Grade Levels that can request enrollment in course
Prerequisites: *Length of Course (Credits awarded for the Course)*

- Any previous courses or experience needed to enroll in this course
- Every course enrollment is also dependent upon departmental approval—no enrollment is guaranteed in ANY course

This is the course description that will describe what students should expect to learn throughout this course. It could also include other information such as course fees or if any supplies are necessary to take this course.



"Art is the celebration of the ordinary." The Art Department of Edgewood High School provides opportunities for individuals to increase their awareness of the art elements and the design principles. Students are expected to become more sensitive to others and to their environment as a result of instructor's efforts to communicate aesthetic values in a Christian context. Expression of self and of ideas through the visual media is a primary objective of the art courses. While there are no specific course fees, students must purchase the necessary supplies for all art courses.

Basic Drawing

Basic Drawing 1010S

9, 10, 11, 12

Semester Course (0.5 cr)

Learning the basic principles and techniques of art is the primary function of this course. Drawing and design mediums such as pencil, charcoal, pastel, ink and scratchboard will be explored. Students will also be exposed to art of the past, present, and the influences of culture.

Basic Painting and Mixed Media

Basic Paint/Mxd Media 1015S

9, 10, 11, 12

Semester Course (0.5 cr)

Learning the basic principles and techniques of art is the primary function of this course. Painting, relief sculpture, and graphic art will be explored with the mediums of tempera, watercolor, metal tooling, printmaking, and calligraphy. Students will also be exposed to art of the past, present, and the influences of culture.

ART

Photography

Photography 1030S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Consent of department
- Access to a 35 mm camera

This course provides students with basic technical skills in picture taking, developing film, and printing in black and white. Students are encouraged to be creative and to develop artistic expression through this medium. Assignments will include picture taking with various films, subject matters, and field work outside of school hours. Lab work may require the use of leisure time during school hours.

Advanced Photography

Adv Photography 1031S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Photography 1030S
- Consent of department
- Access to a 35 mm & digital camera

This course reviews photography techniques studied in Photography 1031S and provides opportunities for more advanced study in black/white and color photography with special effects. Study will include use of various films, papers, and advanced camera handling. The course will include a computer assisted program, such as Adobe Photoshop and digital photography. Assignments and lab work will require work outside of the normal school day.

Architectural Drawing and Design

Archit Draw/Design 1025S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Basic Drawing 1010S
- Consent of department

Architectural Drawing and Design will study the history of architectural design, experience the techniques of modern drafting, and explore the trends of architectural design and its effects upon modern day living. An experienced background in drawing and design is needed to take this course and the student will need to purchase tools needed to complete the drafting assignments. The course will include a CAD program (Home Designer by Chief Architect Ö).

Note: Offered 2015-16, not 2016-17

Advanced Painting

Adv Painting 1055S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Basic Drawing 1010S (recommended)
- Basic Paint/Mxd Media 1015S
- Consent of department

This course reviews painting techniques studied in Basic Paint/Mxd Media 1015S and provides opportunities for more advanced study. The course will include emphasis on composition and advanced techniques in gouache, watercolor, acrylics, and/or mixed media.

Note: Offered 2015-16, not 2016-17

CeramicsCeramics 1060S

11, 12

*Prerequisite:**Semester Course (0.5 cr)*

- Basic Paint/Mxd Media 1015S (recommended)
- Consent of department

This course reviews basic ceramic methods and provides opportunities for more advanced study in clay methods, glazing, and firing. Experience includes hand building, throwing on the wheel, 3-dimensional ceramic design, slip casting, and glazing.

Note: Offered 2015-16, not 2016-17

Advanced DrawingAdv Drawing 1020S

10, 11, 12

*Prerequisite:**Semester Course (0.5 cr)*

- Basic Drawing 1010S
- Consent of department

This course reviews drawing techniques studied in Basic Drawing and provides opportunities for more advanced study in the art of drawing. Study will include a special emphasis on composition, portrait and figure, still-life, and landscape. Media includes pencil, charcoal, pastel, ink, Conté, and mixed media.

Note: Offered 2016-17, not 2015-16

Jewelry and SculptureJewelry & Sulpt 1040S

11, 12

*Prerequisite:**Semester Course (0.5 cr)*

- Basic Paint/Mxd Media 1015S (recommended)
- Consent of department

This course introduces 3-dimensional techniques and provides opportunities to explore more advanced methods of design vs. material. Students will make fabricated jewelry in precious metals and will learn basic jewelry processes. Sculptural methods such as reductive and additive processes will also be explored. Students will work with materials such as wire, clay, plaster, and styrofoam.

Note: Offered 2016-17, not 2015-16

Commercial Art and DesignCommrcl Art & Dsgn 1035S

10, 11, 12

*Prerequisite:**Semester Course (0.5 cr)*

- Basic Paint/Mxd Media 1015S
- Consent of department

Commercial Art and Design will serve as an introduction to the fields of commercial art and design. Students will learn how to combine the creative process of art with the mechanical production of art. Study will include design, illustration, typography, lay-out, color theory, photography, and computer processes. The course will include computer assisted design programs such as Adobe Illustrator, Adobe Photoshop, and/or Adobe IN/Design.

Note: Offered 2016-17, not 2015-16

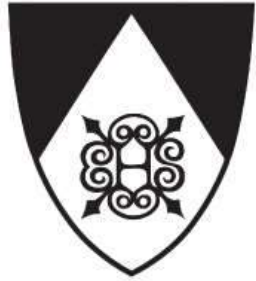
Art AssistantshipArt Assistantship 1050Y

12

*Prerequisite:**Year Course (1 cr)*

- Consent of department

This course is designed to provide an opportunity for students who may wish to become art teachers, as well as for students interested in service oriented experiences in art education. Students will be expected to develop an individual enrichment in a specific field of art, as approved by the instructor. Activities will also include preparation of art materials, maintenance of equipment, assistance with special projects, and/or tutoring other art students. This assistantship is limited to two students per year. This course must be taken above minimum course load and taken with concurrent enrollment in art. This course meets 1 mod/3 days per cycle, and specific class time can be negotiated with instructor.



AVIATION



BUSINESS & COMPUTERS

Aviation I

Aviation I 8015S

11, 12

Semester Course (0.5 cr)

Aviation I is for students curious and interested in flight. It is an exciting and intriguing application of math, science, and good decision making skills. The course will provide a basic background in aerodynamics, forces of flight, aircraft systems, history of manned flight, maps, navigation, and careers in aviation. It will emphasize the great responsibility and attention to detail that is required in this precision environment. There will be several opportunities for a flight during the semester. Aviation I is only offered every other year so plan accordingly.

Note: Offered 2016-17, not 2015-16

Aviation II

Aviation II 8016S

11, 12

Semester Course (0.5 cr)

Prerequisite:

- Aviation I

Aviation II is for students who have completed Aviation I and who want to pursue the study of flight opportunities. Topics covered include aerodynamics, instruments, weather, communication systems, airspace and air traffic control, IFR charts, flight planning, requirements for various aviation careers, and human performance, as well as research of the broader aviation industry – people, aircraft, and flights that have propelled the space industry to success. There will be two opportunities for a flight during the semester to a destination of interest. At the conclusion of this course, students would be capable of taking the Private Pilot Written Exam if they so desire. Aviation II is only offered every other year so plan accordingly.

Note: Offered 2016-17, not 2015-16

The Business & Computers Department provides specific instruction including the knowledge, skills, and attitudes necessary for competent performance in an ever-changing world of technology, business, and post-secondary education.

The goal of the department is to prepare students to be contributors of excellent business, marketing, and managerial leadership practices. We aim to do this through:

- innovative learning
- integrated real world scenarios
- business and marketing concepts and skills
- a focus on “best practices” in business
- applying learned technology skills in all units of study.

Personal Computer Literacy

Pers Comp Lit 1506Y

9, 10, 11, 12

Semester Course (0.5 cr)

The objective of the course is to make students independent computer users. The class prepares students for use with computers at school, home, and for further computer work in college and on the job. Emphasis is placed on keyboarding for speed and accuracy, as well as formatting personal documents students will use throughout their lives. Research skills are introduced and developed on the Internet, as well as on databases. Students will examine Internet safety and etiquette and are introduced to and explore Microsoft Office including: Word, PowerPoint, Excel, and Publisher. The class will challenge students to further develop their skills regardless of their current level of competency.

Accounting IAccounting I 1525S

11, 12

Prerequisite: Semester Course (0.5 cr)

- Consent of department

Accounting is a must for students planning a career in business or marketing. Want to learn more about the language of business? Emphasis in the course is placed on learning how to use various types of journals, ledgers, worksheets, and financial statements. In addition, payroll systems, sales tax, bad debts, equipment depreciation, and accrual accounting are presented. Students will complete a business simulation during the semester to help provide a realistic atmosphere for integration.

Note: Offered 2015-16, not 2016-17

Starting Your Own BusinessStarting Your Busnss 1582S

11, 12

Prerequisite: Semester Course (0.5 cr)

- Consent of department

The course is an introduction to basic business and economic principles. Students will learn how to set up a business with the help of community business leaders. A variety of business topics and skills are covered including: entrepreneurship, selecting a business, legal aspects, marketing strategies, location, financial planning, risk management, human resources, and advertising. Presentation of a business plan is required for the final project.

Managing Your Financial LifeMangng Your Fin Life 1590S

11, 12

Semester Course (0.5 cr)

How to manage personal finance is a topic of interest to everyone! Managing money is something that every student will have to deal with after leaving high school. We all want to know how to better budget our money, save for the future, plan for retirement and understand the world of finance. Students will learn the basics of making purchase decisions, handling credit and loans, developing investment plans, analyzing their insurance options, and planning for housing, transportation and leisure expenses. Studies in these subjects will assist the students in making important life decisions and prepare them to be knowledgeable consumers.

Marketing IMarketing I 1595S

10, 11, 12

Semester Course (0.5 cr)

Why do we buy IPODs instead of MP3 players? Did you know that Reebok and Adidas were once twice as big as Nike? Are you loyal to a certain brand? Marketing is about companies making relationships with their customers. We will explore how businesses reach customers. Since over 80% of all jobs are related to some aspect of marketing, all students can benefit from the valuable career guidance from this course. Students network throughout the year with individuals who can help them with career decisions and direction.

Marketing IIMarketing II 1597S

11, 12

Prerequisite: Semester Course (0.5 cr)

- Marketing I
- Consent of department

Marketing II furthers student understanding and skills in the various marketing functions. Students will coordinate channel management with other marketing activities, discuss the importance of marketing plans, generate product ideas, organize activities within the promotional mix, and demonstrate specialized sales processes and techniques. Financial concepts are also stressed in this course. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course along with management function projects. Students completing Marketing I and Marketing II have the option to take the CLEP (College Level Examination Program) exam to earn three college credits.

Note: Offered 2016-17, not 2015-16

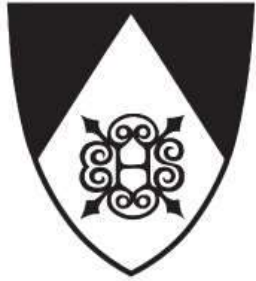
Computer Technology AssistantshipComp Tech Assistantship 1565S

10, 11, 12

Prerequisites: Semester Course (0.5 cr)

- Personal Computer Literacy
- Recommendation of computer teacher
- Interview and signature of EHS Technology Coordinator

This course provides a service opportunity in computer technology. It is intended for students considering a career in this field, as well as for students who simply enjoy working with computers. Technology assistants will assist the EHS Technology Coordinator with "in-house" technology projects and trouble-shooting in four main areas: hardware, software, networking, and the school website. Students must be able to work both independently, as well as under the guidance of the Technology Coordinator. Course evaluation is based on attendance, dependability, and accomplishments during the learning and service experience. The one semester course is intended for highly motivated students who demonstrate strong self-discipline and an advanced understanding of computers. Five mods per cycle are required with some flexibility in scheduling allowed. The course cannot be repeated for credit, but may be taken again for service hours only.



CLASSICS HONORS

Classics Honors

Classics Honors 8030Y

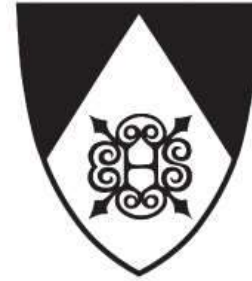
Prerequisite:

9

Year Course (1 cr)

- ACT Explorer Test results and written consent of 8th grade English teacher which addresses student's work ethic and reading and writing skills

Classics Honors is an interdisciplinary course that is team taught by an English teacher and a History teacher. Students investigate the ancient Greek civilization and the rebirth of the classics in the Renaissance through the reading of challenging fiction, non-fiction, poems, and plays. Honors Classics prepares students for future Advanced Placement English and Advanced Placement History classes by emphasizing critical and analytical thinking, reading, writing, and speaking skills. The course provides students with a highly rigorous academic experience that aligns with AP Standards in English and History and that includes the writing of evidence-based analytical and argumentative essays and the evaluation, synthesis and citation of research to support their arguments. The course is designed for students whose reading and writing skills enable them to work at an accelerated pace and whose interest in history, literature, art, music, and philosophy compels them to further study.



COMMUNICATIONS

“Speech is power: speech is to persuade, to convert, to compel.”

--Ralph Waldo Emerson

Communication is a vital process in the moments when humans interact with one another. We frequently tend to assume our competence is inherent and yet, communication is a skill and art which needs to be understood, developed, and enhanced.

The department provides courses which seek to achieve such a goal by focusing on the various components of communication, its barriers, and functions. The courses offer a variety of material which range from an analysis of informal communication in daily encounters with others to more formal structures, such as group discussion, public speaking, and acting.

Public Speaking

Public Speaking 2015S

9, 10, 11, 12

Semester Course (0.5 cr)

This introductory course is designed to develop the basic knowledge, skills, and self-confidence needed to communicate effectively in formal public speaking situations. Content will focus upon improving the student's ability to analyze topics, support assertions with proof, amplify ideas, structure messages, use language in appropriate and imaginative ways, and deliver messages with effective vocal and physical behavior. Because the majority of these skills are relevant to written, as well as oral discourse, Public Speaking complements English courses in written composition. Through the preparation and presentation of various types of speeches, the students will seek their own public communication excellence in thought, organization, language, and expression. This is a performance oriented course, and is required for graduation.

Advanced Public Speaking

Adv Public Speaking 2017S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Public Speaking

The goal of the course is to help students become better public communicators. While the course focuses primarily upon public speaking, it also emphasizes critical listening and thinking skills designed to complement efforts at public communication. A code of ethical

speaking and listening will be developed and followed throughout the semester. Students will research, prepare, and deliver a manuscript speech, a speech of exposition, speeches of point-counterpoint, a rebuttal speech, a videotaped interview, and group presentations that focus on the reflective-thinking method. Students enrolled in the course will become better practitioners of written and oral discourse.

Acting

Acting 2020S

9, 10, 11, 12

Semester Course (0.5 cr)

Acting is a course which provides the opportunity for the study of the theory and practice of stage acting. Through group experiences, the student learns about body movement and its effect on stage, becomes aware of action and interpretation of characters through practice in pantomime, and the creation of visual pictures which will project a story to an audience. Emphasis is given to character analysis, body movement, and vocal improvement. The students will develop their self-confidence, creativity, and imagination through improvisations, scripted works, analysis, and criticism as they study representative styles of acting. Attendance at civic productions and independent readings will be required. Involvement in the EHS Drama productions will be encouraged. Acting fulfills 0.5 credit of the Fine Arts requirement for graduation.

Acting Independent Study

Acting Ind Study 2022S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Acting 2020S
- Consent of instructor

This course is designed for the serious theatre student. Students will create believable characters through scenes and monologues that demonstrate their understanding of the emotional and psychological makeup of the character. Students will study the method and techniques of Stanislavski, Lee Strasberg, Stella Adler and Uta Hagen. Students will write critical reviews of live theatrical productions and analyze the theatre's impact in broader social and cultural contexts. Acting Independent Study fulfills 0.5 credit of the Fine Arts requirement for graduation.

American Musical Theatre

Amer Mus Theatre 2025S

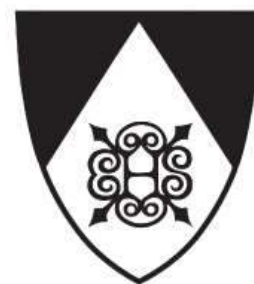
9, 10, 11, 12

(0.5 credit)

Prerequisite:

- Audition by production staff of EHS musical
- Consent of instructor

This intensive course is offered after school and on weekends. Students will become immersed in a total theatre experience involving all facets of play production: acting, singing, dancing, stage-craft and costuming. Students will strengthen self-concept through cooperative interaction with all members of the production ensemble. Commitment, time management, sensitivity, and individual and group creativity will be stressed as integral elements of the play production experience. The final grade of this course will be either Pass or Fail.



ENGLISH

The English Department's purpose is to enable students to be competent writers, responsive and analytical readers, clear speakers and perceptive listeners. To accommodate diverse student needs, the department offers college prep and honors courses which culminate in Advanced Placement English. Literature and Composition (Students planning to enroll in this course are encouraged to enroll in **Classics Honors** and then to pursue the English honors program.) In teaching literature, the department emphasizes Christian values and the importance of social responsibility. The department goals are:

- To develop communication skills by teaching students to listen with discernment and respect and to voice ideas clearly.
- To develop writing skills by teaching structure and organization, mechanics and research techniques.
- To enable students to understand the various levels of meaning in classical and contemporary literature.
- To teach students to recognize in literature social issues and Christian values.

English I—FIT

English I – FIT 3010Y

9

Year Course (1 cr)

This course provides an introduction to the study of literature as well as instruction in essential oral and written communication skills. Basic writing skills are taught in conjunction with close readings of poems, plays, short stories, and novels.

English II

English II 3020Y

10

Year Course (1 cr)

Prerequisite:

- English I-FIT 3010Y

In this course, students study the short story as a literary form. Through their reading of major short story writers, students analyze the short story and identify its major elements. Students also read novels which provide insight into the decisions faced by fictional characters on their journeys through life. In addition, drama and lyric poetry are read and ana-

lyzed. Throughout the year, the course emphasizes writing essentials: grammatical correctness, sentence structure, paragraph formation, and organization of clear, concise essays.

British Literature Honors

Brit Lit Honors 3068Y

10

Prerequisite:

Year Course (1 cr)

- English I-FIT 3010Y
- Consent of department

This course is designed for students whose reading and writing skills enable them to work at an accelerated pace. The course focuses on British Literature from the Anglo-Saxon period to the twentieth century. Writing, an essential part of this course, evolves from the literature read with emphasis on grammatical correctness, sentence structure, paragraph formation, and organization of clear, concise essays.

American Literature

Amer Literature 3030Y

11

Prerequisite:

Year Course (1 cr)

- English II 3020Y

This course is a comprehensive survey of the drama, poetry, fiction, and non-fiction that reflects the American cultures. Students develop oral and written skills in interpretation, analysis, and criticism of the literature. Writing assignments also offer students opportunities to express and organize their ideas in the following forms: comparison-contrast essays, literary-analytical essays, and a research project.

American Literature Honors

Amer Lit Honors 3031Y

11

Prerequisite:

Year Course (1 cr)

- English II 3020Y or Brit Lit Honors 3068Y
- Consent of department

This honors course is a comprehensive survey of American drama, poetry, fiction, and nonfiction as a reflection of America's diverse cultures. Students develop oral and written skills in interpretation, analysis, and criticism of the literature. Writing assignments offer students opportunities to express and organize their ideas in the following forms: literary analysis, the comparison-contrast essay, the synthesis essay, a research project, and creative, imaginative pieces. This course is designed for those students whose reading and writing skills enable them to complete the requirements of American Literature at an accelerated pace, to read more challenging literature, to write more in-depth analytical papers, and to prepare for the AP English Literature and Composition course.

Advanced Placement English Literature and Composition

AP Eng Lit & Comp 3061Y

12

Prerequisite:

Year Course (1 cr)

- Application to the course
- Consent of department

Advanced Placement English Literature and Composition is a college-level literature and writing course. It emphasizes the development of skills in critical reading and analysis of literature and in writing about literature and related ideas. The course is designed for

students who are willing to devote the effort necessary to complete a more rigorous and demanding course than other high school English courses for college-bound students. Near the conclusion of this course, all students will take the Advanced Placement Examination in English Literature and Composition and have the option of also taking the Advanced Placement Examination in English Language and Composition. Both tests are administered by the Educational Testing Service for the College Board. Students who successfully complete these exams may be eligible to receive college credit. The course will meet six periods per cycle, and a fee is assessed by the Educational Testing Service to cover the examinations. A list of classic and contemporary literature will be distributed in May for summer reading. Please read section entitled "Advanced Placement (AP) Courses."

Great Literature: Voices of Change (Formerly World Literature)

Great Literature 3036S

12

Prerequisite:

Semester Course (0.5 cr)

- Amer Literature 3030Y

This course is a study of the great works of literature. Each work is considered from the aspect of form, theme, and as a communication of a particular philosophy of life. Students read, analyze, criticize, and evaluate some of the world's most celebrated literary works.

Modern American Drama

Modrn Amer Drama 3045S

12

Prerequisite:

Semester Course (0.5 cr)

- Amer Literature 3030Y

This course examines significant twentieth and twenty-first century American plays and playwrights. Students focus on thematic structure, style, production challenges, (design, acting, and directing techniques), and artistic criticism. The course utilizes acting scenes, panel presentations, analysis of screenplay adaptations, class discussions, and participation in the Young Playwrights Program.

British Literature to Film

Brit Lit to Film 3065S

12

Prerequisite:

Semester Course (0.5 cr)

- Amer Literature 3030Y

This is a literature course with a focus on how select written works of British Literature are translated into films. Students will be assessed on their comparative knowledge of the literary work to the film translation. This course also offers the opportunity for students to understand how movies are inspired by great literature and allows them, for an independent project, to choose a novel that has been specifically adapted for the screen.

In analyzing works of literature, both in written form and on film, students will examine elements of plot, setting, style, characterization, point of view, and theme. Class activities include viewing, listening, researching, and analyzing novels and films through discussion, group, and individual projects, and literary analysis essays. **Students who took British Literature Honors may not enroll in this course.**

American Multicultural LiteratureAmer Multicultural Lit 3070S

12

Semester Course (0.5 cr)

Prerequisite:

- Amer Literature 3030Y

In American Multicultural Literature, students study contemporary literature written by Hispanics, Native Americans, African Americans, and Asian Americans. In addition to reading novels, short stories, and poems, students will learn about the historical, social, and cultural trends of each group. Students build their skills of literary analysis in discussions, as well as in several papers.

Journalism and Creative Writing**(Formerly Advanced and Creative Writing)**Journl & Creative Wrtng 3075S

12

Semester Course (0.5 cr)

Prerequisite:

- Amer Literature 3030Y

Students choosing this course should be competent writers strongly committed to writing. In this course, students will write journalistic pieces such as news articles, feature stories, and editorials, as well as creative pieces, such as poems, short stories, and plays. In addition, there will be many short writing exercises and the study of models. Students will read and critique each other's work.

REQUIRED SUMMER READING

To provide students with many opportunities to read a wide range of literature rich in quality and representative of various historical periods and cultures, the English Department requires **all** students in **all** courses to read both classical and contemporary works during the summer months. A required reading list for all English courses will be distributed in May and is available on the EHS website. Students will be evaluated on their summer reading at the beginning of the fall semester if the course meets for the entire year, or in January if the course is a second semester course. Evaluation will be in the form of essays, discussions, projects, and/or objective exams.

THE WRITING LAB

The Edgewood High School Writing Lab, located in the EHS Library, actively assists students with writing for all academic courses. English teachers staff the lab daily to help students develop independence in solving writing problems. Students, who visit the lab during unscheduled time, may also work on their own, using the lab's word processors and other writing resources. The schedule for the Writing Lab can be found on the EHS website.

**LANGUAGES**

All of the offerings in the Languages Department are electives, chosen by students who express an interest in listening to, speaking, reading, writing another language and understanding another culture. The study of a language has several advantages: knowledge of a second language makes travel more enjoyable; a background in language makes one more qualified for a job; and study of another language teaches logical thinking. Second language learning gives the student a broader perspective and understanding of other cultures in an interdependent world.

NOTE: Two years of a single language are required for entry into UW-Madison, UW-Eau Claire, and are strongly recommended at the other UW System campuses. Note that four years of one language are typical for admission into UW-Madison.

All students who plan to enter the Edgewood High School language program at Level II, Level III, and Level IV must take the appropriate pre-placement test for that level. This test is required of students entering Edgewood High School in the fall. The test is given in May. If prospective students do not take the test at that time, they will receive information on testing from the Registrar or Admissions Department. While it is our hope that the student will place into the intended level, a final decision of language placement is based on the results of that test.

High school language credit may be used towards college graduation requirements. The UW-Madison, as well as other colleges and universities, give students retroactive college credit for language taken in high school. Students should check with individual institutions as they begin their college search to explore this possibility.

Spanish ISpanish I 3511Y

9, 10, 11, 12

Year Course (1 cr)

The study of the first year of Spanish begins by developing audio-lingual sound discrimination for the new language. Written materials are used to introduce grammar, reading, and writing skills, although greater stress is put on the listening and speaking skills. Use of

many visuals, props, and learning activities are utilized to develop these skills. A cultural awareness of various countries is also developed. This course is taught predominately in the target language.

Spanish II

Spanish II 3512Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Freshmen & Transfers: Successful completion of the placement test
- OR successful completion of Spanish I 3511Y at EHS

Moving forward on the foundations of Spanish I, Spanish II is the introduction of grammar beyond the present tense. The course is taught predominantly in Spanish and emphasizes written accuracy along with conversational practice and cultural context. The objective is to broaden grammatical awareness while strengthening vocabulary.

Spanish III

Spanish III 3513Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

An extension and amplification of grammar introduced in both Spanish I & II, the objective of Spanish III is to strengthen grammar knowledge while encouraging both spoken confidence and vocabulary depth. The course is taught in Spanish. The focus is placed on written expression through compositions and daily work along with spoken language ability through daily interactions and structured classroom discussions. The cultures of Spain and Mexico are explored through readings and discussion.

Spanish IV

Spanish IV 3514Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

Level IV consists of an intensive study of advanced grammar, presentations in the language, analysis of short stories, and selected dramas. Discussion is entirely in the target language. Writing skills are emphasized through compositions. A variety of technology, visual aids, and learning activities are used in class.

Advanced Placement Spanish Language and Culture

AP Spanish 3515Y

10, 11, 12

Prerequisite:

Year Course (1 cr)

- “B” average in Spanish IV
- Application to course
- Consent of department

It is assumed that students qualifying for this class have already learned grammar and have acquired skills in speaking, writing, reading, and understanding Spanish. Therefore, the curriculum for this course is designed to refine, perfect, and enhance these skills through

writing weekly compositions, speaking in various situations, and reading a variety of materials from newspapers, magazines, poetry, and literature. The course is developed to broaden the students’ understanding of Hispanic culture and foster interest in continuing the study of Spanish in college. The course will prepare students to take the Advanced Placement Spanish exam, which is required. Please also read “Advanced Placement (AP) Courses.”

Latin I

Latin I 3521Y

9, 10, 11, 12

Year Course (1 cr)

The curriculum of Latin I is designed to introduce students to the complexity and economy of Latin syntax and grammar, as well as provide them with a solid foundation for continued success in their study of Latin. The course also emphasizes augmentation of English vocabulary through the study of derivatives. In addition to a greater understanding of both the Latin and English languages, students will gain exposure to other facets of the discipline, such as history and mythology, through Latin reading passages, ancillary cultural material, and simple projects. Latin is an excellent companion course for students enrolled in Humanities Honors as freshmen. As the predecessor of so many languages, Latin is also a good companion course for students currently learning a modern language, and will be especially helpful to students planning to pursue a modern language in college. Due to its breadth in scope, even a one year experience in Latin will render a student better prepared for college as will any education in Classics yield a lifetime of benefits.

Latin II

Latin II 3522Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

Students refine and develop their knowledge of Latin grammar, as well as their ability to read Latin. Special attention is still devoted to English vocabulary acquisition. The study of grammar and vocabulary is supplemented by discussions of culture, history, and mythology.

Latin III

Latin III 3523Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

Students complete the overview of Latin grammar and begin reading Latin more fluently. Early in the course, students read Latin versions of familiar modern stories, such as Aesop’s Fables and Harry Potter. Later, students read ancient authors, first in an adapted format and eventually in the original text. Students continue to study ancient Roman civilization, learning about it from the perspective of Latin authors.

Latin IVLatin IV 3524Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

Students read and discuss selections from a variety of Latin authors, such as Vergil, Ovid, Catullus, Cicero, and Caesar. Since there is some flexibility in determining selections, they are often influenced by and reflect the particular interests of the class.

Advanced Placement LatinAP Latin 3525Y

11, 12

*Prerequisite:**Year Course(1 cr)*

- Transfers: Successful completion of the placement test
- Application to course
- Consent of department

The course focuses on Vergil's *Aeneid* and Caesar's *Gallic War*. It is assumed that students enrolling in this course are competent Latin grammarians since adept syntactical analysis continues to be essential for accurate interpretation of text. Students will enhance their understanding of Vergil and Caesar's Latin poetry through the study of poetic, rhetorical, and metrical devices and figures of speech. Attention will be given to the history and culture of Rome as influences upon these authors and their works. The course will prepare students to take the Advanced Placement Latin exam, which is required. Please also read "Advanced Placement (AP) Courses."

French IFrench I 3531Y

9, 10, 11, 12

Year Course (1 cr)

French I emphasizes listening and speaking skills. Simple dialogues, pair work, and recordings involve students in conversation. Simple grammar structures are introduced, as well as reading and writing. Cultural awareness is incorporated in each lesson. A variety of visual aids and activities are used in class.

French IIFrench II 3532Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

Listening and speaking abilities continue to be developed. Grammar, reading, and writing skills are increased. An awareness of French culture is also developed. A variety of visual aids and activities are used in class. This course is taught predominantly in the target language.

French IIIFrench III 3533Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This course continues to develop listening, speaking, reading, and writing skills. Class discussions are increasingly in French. Advanced grammar, French art, French geography, reading selections and French culture are included at this level. A variety of visual aids, props and learning activities are used in class. This course is taught entirely in French.

French IVFrench IV 3534Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This course offers a review of previous grammar, introduces advanced grammar concepts, continues the study of Francophone cultures, and selections of some French literary works, including the book *Le Petit Prince*. Discussions and presentations are in French. Students will be prepared to work, study, or plan travel arrangements in a French-speaking country. A variety of visual aids, props, and learning activities are used in class. This course is taught entirely in French.

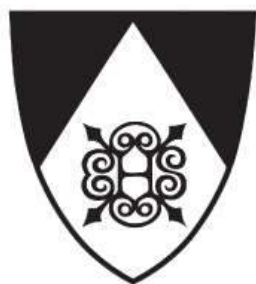
Advanced Placement French Language and CultureAP French 3535Y

11, 12

*Prerequisite:**Year Course (1 cr)*

- Transfers: Successful completion of the placement test
- Application to course
- Consent of department

The course is developed to broaden the students understanding of French culture and foster interest in continuing the study of French in college. It is assumed that students qualifying for this class have already learned grammar and have acquired skills in speaking, writing, reading and understanding French. Therefore, the curriculum for this course is designed to refine, perfect, and enhance these skills through writing weekly compositions, watching authentic videos such as campaign ads and commercials, listening to songs, interviews, and podcasts, and reading a variety of materials from newspapers, magazines, poetry and literature. Students will also create multimedia such as mp3's and video. The course will prepare students to take the Advanced Placement French exam, which is required. This course is taught entirely in French. Please also read "Advanced Placement (AP) Courses."



LEARNING RESOURCE CENTER

Learning Resource Center

Prerequisite:

- Consent of department

The Learning Resource Center (LRC) offers school-based support services to students with learning differences, medical conditions, and/or to students who, despite significant effort, are not experiencing academic success. Students enrolled in the LRC receive instructional support to meet their educational needs from certified teachers. A yearly fee is charged to each family for these additional services. Financial aid may be available for families with a demonstrated need. Enrollment is limited. The one-half or one credit for the Learning Resource Center does not count toward the minimum course load requirement each year.

Selected students are enrolled in this course by the LRC Coordinator and/or Director of Enrollment. Meetings are held with families to determine eligibility. Student schedules may not show LRC class times until the start of each semester.

9, 10, 11, 12

Semester (0.5 cr) or Year Course (1 cr)



MATHEMATICS

The courses in the Mathematics Department are primarily college preparatory and are designed to provide students with the mathematics foundation necessary for any post secondary field of study. The teaching will enable students to view their study of mathematics as worthwhile, interesting, and related to almost any endeavor. This will be accomplished by following the *Curriculum and Evaluation Standards for School Mathematics* as suggested by the National Council of the Teachers of Mathematics (NCTM) and the State of Wisconsin. Throughout the curriculum, these standards will be realized by communicating mathematics as a broad-based science of applied problem solving, an active science of inductive discovery, and an integral part of modern technology.

Proper placement is essential for success. Current students will discuss 2014-2015 course placements from their current mathematics teacher. Incoming freshmen will be placed based on assessment test results, previous math performance, and 8th grade teacher recommendations. Transfer students will be placed by the Mathematics Department Chairperson.

All students seeking entry into the mathematics program at the Geometry-A 5036Y or Algebra 2-A 5024Y level must take an Edgewood High School Algebra I Proficiency Test. The test is required of students entering Edgewood in the fall and any student who transfers into Edgewood during the school year. The test is given in May. If prospective students do not take the test at that time, they will receive information on testing from the Admissions Director or Mathematics Department Chairperson. A final decision for placement will be based on the test results and/or a meeting with the student and parent/guardian.

All Edgewood students must meet the graduation requirement of 3 credits of Mathematics. This requirement may be fulfilled with the successful completion of any of the many options listed in the Mathematics Pathways table.

The University of Wisconsin System requires 3 credits of mathematics for admission. These credits must be at and above the Algebra level.

The Mathematics Pathways table below represents the typical mathematical paths available and may be used to guide students through sequencing within the department. Deviations from the paths listed below may occur based upon the best interests of the student and following communication involving the student, parent/guardian, and Mathematics Department.

	Freshman	Sophomore	Junior	Senior
A.	Algebra I	Geometry	Algebra 2	Algebra 3 with Statistics
B.	Algebra I	Geometry-A	Algebra 2-A	Pre-Calculus Honors
C.	Algebra I	Geometry-A	Algebra 2-A	College Algebra for Seniors
D.	Algebra I	Geometry-A	Algebra 2-A	AP Statistics
E.	Algebra I-A	Geometry-A	Algebra 2-A	Pre-Calculus Honors
F.	Algebra I-A	Geometry-A	Algebra 2-A	College Algebra for Seniors
G.	Algebra I-A	Geometry-A	Algebra 2-A	AP Statistics
H.	Geometry-A	Algebra 2-A	Pre-Calculus Honors	AP Statistics
I.	Geometry-A	Algebra 2-A	Pre-Calculus Honors	AP Calculus AB
J.	Algebra 2-A	Pre-Calculus Honors	AP Calculus AB	AP Calculus BC
K.	Algebra 2-A	Pre-Calculus Honors	AP Calculus AB	AP Statistics

Algebra I

Algebra I 5015Y

9

Year Course (1 cr)

This first year algebra course is the study of the language of algebra. Topics covered include: describing number patterns with variables, describing data with algebra, order of operations, the coordinate plane, real numbers, sets, linear equations and inequalities, ratio and proportion, percents, the distributive property, lines and distance, slopes, exponents, polynomials, systems of equations, factoring expressions, functions, and quadratic equations. A Texas Instrument-83 (TI-83) graphing calculator is required for this course. The math department will determine placement in this course based on assessment test scores, previous math performance, and 8th grade teacher recommendation.

Algebra I-Accelerated

Algebra I-A 5020Y

9

Year Course (1 cr)

Prerequisites:

- Freshmen: Successful completion of the placement test
- Consent of department

This is an accelerated section of Algebra I. It primarily differs from the regular section in the depth and rigor in which the aforementioned topics are covered. If time permits, additional topics may be covered. A Texas Instrument-83 (TI-83) graphing calculator is required. The math department will determine placement in this course based on assessment test scores, previous math performance, and 8th grade teacher recommendation.

Geometry

Geometry 5035Y

10, 11

Year Course (1 cr)

Prerequisite:

- Algebra I 5015Y or Algebra I-A 5020Y
- Transfers: Successful completion of the placement test
- Consent of department

This course encompasses all the dimensions of the understanding of geometry including: shapes and forms; skills of drawing, measurement, and visualization; properties and deductive nature; the algebraic representations of geometry. The course emphasizes the concepts of coordinates, transformations, area, volume, congruence, and similarity as applied to problem solving in the physical world. Work with proof-writing is developed throughout the year, following a sequenced development of the logical and conceptual prerequisites to proofs. Continual contact with algebraic ideas, skills, and graphing is found throughout the course.

Geometry-Accelerated

Geometry-A 5036Y

9, 10

Year Course (1 cr)

Prerequisite:

- Algebra I 5015Y or Algebra I-A 5020Y
- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This is an accelerated section of Geometry. It primarily differs from the regular section in the depth and rigor in which the aforementioned topics are covered. If time permits, additional topics may be covered. This course is open to freshmen who had high grades for a complete, full-year in Algebra I 5015Y in the 8th grade, who score high on assessment tests, and who are recommended by their 8th grade teacher. In addition, freshmen are required to take the Edgewood High School Algebra I Proficiency Test.

Algebra 2

Algebra 2 5022Y

10, 11, 12

Prerequisites:

Year Course (1 cr)

- Geometry 5035Y or Geometry-A 5036Y
- Transfers: Successful completion of the placement test
- Consent of department

This second-year algebra course is the continued study of the language of algebra and the patterns formed by relationships between numbers and variables. Topics covered include advanced equation solving, linear equations and inequalities, systems of equations, matrices, quadratic relations, functions, powers and roots, logarithms, polynomials, and rational functions. This course is designed to connect with Algebra III w/ Stats 5032Y. The Texas Instruments-83 (TI-83) graphing calculator is required for this course.

Algebra 2-Accelerated

Algebra 2-A 5024Y

9, 10, 11

Prerequisites:

Year Course (1 cr)

- Geometry-A 5036Y
- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This is an accelerated section of Algebra 2 5022Y. It primarily differs from the regular section in the depth and rigor in which the aforementioned topics are covered. Additional concepts will include conic sections, sequences and series, trigonometry, and probability. Students in this course will be preparing for Pre-Calc Honors 5080Y. The Texas Instruments-83 (TI-83) graphing calculator is required for this course.

Algebra III with Statistics

Algebra III w/ Stats 5032Y

11, 12

Prerequisites:

Year Course (1 cr)

- Algebra 2 5022Y
- Transfers: Successful completion of the placement test
- Consent of department

This course has two main emphases. The first is to improve the Algebra foundation for college-intending students and the second is to provide a survey of applications of statistics in various fields.

Algebra topics are chosen by first administering a diagnostic exam. Then, assignments are chosen to address weaknesses. New topics are added to extend and reinforce basic understanding of Algebra and Trigonometry. Typical concepts included are simplifying complex expressions, factoring, solving quadratic equations, solving rational equations, solving a system of equations, graphing, and transformations.

The Statistics covered includes both descriptive and inferential Statistics. The focus is on calculating and interpreting standard deviation. The typical course includes the concepts of mean, median, mode, graphing, variation (standard deviation and IQR), probability, probability distributions (both discrete and normal), confidence intervals, and hypothesis testing with one sample. The Texas Instruments-83 (TI-83) graphing calculator is required for this course.

This course is not open to students who have successfully completed Algebra 2-A 5024Y.

Precalculus Honors

Pre-Calc Honors 5080Y

9, 10, 11, 12

Prerequisites:

Year Course (1 cr)

- Algebra 2-A 5024Y or Algebra III w/ Stats 5032Y
- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This is an accelerated course designed to prepare students for college-level calculus. Advanced algebra and problem-solving skills will be extended to the topics of polynomial and rational functions, trigonometry, analytic trigonometry, and analytic geometry. The study of limits, vectors, and statistics will further prepare students for calculus and other higher-level mathematics. Students learn to apply mathematical modeling to real world situations in areas such as economics, biology, and engineering. In addition, students will be introduced to the Discrete Math topics of logic and mathematical induction. Enrollment will be determined by the math department based on previous math performance and teacher recommendation. The Texas Instruments-83 (TI-83) graphing calculator is required for this course.

Advanced Placement Calculus AB

AP Calculus AB 5051Y

10, 11, 12

Prerequisites:

Year Course (1 cr)

- Pre-Calc Honors 5080Y
- Concurrent enrollment in AP Physics I or AP Chemistry is strongly recommended
- Application to the course
- Consent of department

The topics covered in this course will meet the standardized objectives defined by the College Board for Advanced Placement Calculus (see www.collegeboard.com/ap). The central concepts covered are derivatives, integrals, limits, approximations, and applications and modeling. These concepts are to be presented graphically, numerically, analytically, and verbally. Technology will be employed on a regular basis and students are required to purchase the Texas Instruments-83 (TI-83) graphing calculator. Students are required to take either the Calculus AB or Calculus BC exam given in May. Please also read "Advanced Placement (AP) Courses."

Advanced Placement Calculus BC

AP Calculus BC 5053Y

10, 11, 12

Prerequisites:

Year Course (1 cr)

- AP Calculus AB 5051Y
- Consent of department

The course is intended for students who successfully completed AP Calculus AB. Topics covered in the course will meet the standardized objectives defined by the College Board for Advanced Placement Calculus BC (see www.collegeboard.com/ap). Concepts include: review of Calculus AB topics; analysis of curves in parametric, polar, and vector forms (i.e. applications of the derivative and integral, Euler's Method, L'Hopital's Rule); integration by parts, using trigonometric and other substitution; integration involving partial fractions; solving separable differential equations; solving logistic differential equations; polynomial approximations using series (Taylor and Maclaurin). Technology will be employed on a

regular basis. The Texas Instruments-83 (TI-83) graphing calculator is required for this course. Students are required to take the Calculus BC exam given in May. Please also read "Advanced Placement (AP) Courses."

College Algebra for Seniors

College Alg for Snrs 5072Y

12

Prerequisites:

Year Course (1 cr)

- Algebra 2-A 5024Y or Algebra III w/ Stats 5032Y
- Transfers: Successful completion of the placement test
- Consent of department

This course is intended to offer seniors an advanced class in algebra and trigonometry and will prepare them for college freshman courses in statistics, precalculus, or more advanced algebra. Students will explore topics in algebra, trigonometry, analytic geometry, and matrices. Conceptual and exploratory problems will encourage students to think logically and critically. Enrollment will be determined by the math department based on previous math performance and teacher recommendation. The Texas Instruments-83 (TI-83) graphing calculator is required for this course.

Advanced Placement Statistics

AP Statistics 5055Y

11, 12

Prerequisite:

Year Course (1 cr)

- Algebra 2-A 5024Y
- Application to the course
- Consent of department

The topics covered in this course will meet the standardized objectives defined by the College Board for Advanced Placement Statistics (see www.collegeboard.com/ap). Students will master concepts in the two branches of statistics: descriptive and inferential statistics. In descriptive statistics, students will learn about the different types of data, methods of data collection, and how to plan/conduct data collection. They will learn how to categorize, describe and graphically display their results. In addition, students will learn about probability, and will apply that use of probability in exploration of the normal curve. In inferential statistics, students will use data to make generalizations about a broader population. In doing so, students will learn about confidence intervals, hypothesis testing, correlation, tests of significance, and Chi Square tests. Technology will be employed on a regular basis. Students are required to take the AP Statistics exam given in May. Please also read "Advanced Placement (AP) Courses."

Math Independent Study

Math Indep Study 5095Y

11, 12

Prerequisites:

Year Course (1 cr)

- AP Calculus 5051Y
- Consent of department

This course is intended for students who have completed AP Calculus 5051Y prior to their senior year. It will offer students preparation for taking a specified AP exam, such as Calculus BC or AP Statistics, or for attaining any other math related goal. Students will meet with the teacher to design a plan of study, set goals, and establish meeting times. Requirements of the course may include regular assignments and exams. This course does not carry honors credit.



MUSIC

In living out the mission of Edgewood High School, the Music Department prepares students to understand, value and enjoy music throughout their lives. The students mature as musicians and people through the development of their God-given talents, by sharing their talents with others, and by being lifelong learners. The various courses focus on teaching correct music techniques and building a core of knowledge about music and, in the appropriate courses, music performance. Emphasis is placed on basic music skills and how the students' learning in music courses becomes a life skill that can transfer into other facets of their lives.

The curriculum in courses denoted as "performance courses" evolves over the entire school year and is dependent upon student participation for the duration of the year. Therefore, credit for these courses is granted only upon completion of the school year. No partial credit is granted for participation of less than the full year. Requests for exemptions due to extenuating circumstances must be directed to the department chairperson.

Concert Band

Concert Band 5508Y

9, 10, 11, 12

Prerequisite:

Year Course (1 cr)

- Must play or be learning a band instrument
- Consent of department

Concert Band is designed to allow students to develop their potential on band instruments and as musicians. The study of music theory and history as it relates to band music is stressed in the curriculum. Students are involved in required concerts and music festivals. Students also experience playing in small ensembles and may choose to perform as soloists. Students are expected to practice regularly and are encouraged to take private lessons. When enrollment warrants it, the band will be split into two ensembles. Occasionally, the band may be involved in an educational/performance trip. Students in the course will have pep band requirements. This is a "performance course."

Note: In addition to regular Concert Band rehearsals, students have a private lesson requirement with the instructor and sign for individual times.

OrchestraOrchestra 5521Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Must play a string instrument or if a beginner, must be taking private lessons outside of school
- Consent of department

Orchestra offers students who play violin, viola, cello, or string bass the opportunity to perform string ensemble and full orchestra literature. The study of music theory and history as it relates to orchestral music is stressed in the curriculum. Students are involved in required concerts and music festivals. Occasionally, this ensemble may be involved in an educational/performance trip. This is a "performance course."

Note: In addition to regular Orchestra rehearsals, students have a private lesson requirement with the instructor and sign for individual times.

Jazz EnsembleJazz Ensemble 5520Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Must play a jazz instrument
- Consent of department
- Must be a member of Concert Band, Orchestra, Concert Choir or Edgewood Chorus

Jazz Ensemble allows students to develop their potential exploring music and artists from the unique American music genre, jazz. Students are involved in required concerts and music festivals. In addition to school performances, the jazz ensemble will perform throughout the year in different venues. Students also experience playing in small combos and may choose to perform as soloists. Jazz Ensemble is a curricular offering. Students are expected to practice regularly and are strongly encouraged to take private lessons. Occasionally, the ensemble may be involved in an educational/performance trip. This is a "performance course."

Piano BeginningPiano Beg 5522Y

9, 10, 11, 12

Year Course (1 cr)

Piano Beginning is an introductory piano course intended for students who either have not had piano instruction or do not meet the minimum standards for Piano 2nd Year. Basic concepts of technique, rhythm, note-reading, listening skills, and performance are studied. Performance required.

Piano Second YearPiano 2nd Yr 5523Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Piano Beg 5522Y
- Consent of department

The course continues the concepts that began in Piano Beginning. More emphasis is placed on developing music reading skills and becoming an independent musician. Performance required.

Piano IntermediatePiano Inter 5524Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Piano 2nd Yr 5523Y
- Consent of department

Piano Intermediate is designed for students who have completed the criteria for Piano 2nd Year, but are not yet to the Piano Advanced level. Increased emphasis is placed on technique, including scales, music theory, and solo repertoire. Performance required.

Piano AdvancedPiano Adv 5527Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- 6 years or more of piano study or completing Piano Intermediate successfully
- Completing at least two songs from Class B repertoire in the WSMA Solo/Ensemble Festival or approval of equal performance by instructor
- Consent of department and/or audition with instructor

Piano Advanced allows students to cover a larger repertoire in greater depth and may be taught in master class style. This course may be repeated for credit. Performance required.

Handbell Choir IHandbell Choir I 5550Y

9, 10, 11, 12

Year Course (1 cr)

This course is designed for students who have very little music reading skills. Students receive intensive training in playing cooperatively with attention to the structural features and techniques of ringing English Handbells, and have the opportunity to perform in a musical medium that is tonally and visually appealing. Music of all styles and periods may be performed alone in concert, or in conjunction with choral and/or instrumental groups. Occasionally the group will be involved in an educational/performance trip. This is a performance course. Enrollment is limited to fourteen students.

Handbell Choir IIHandbell Choir II 5555Y

9, 10, 11, 12

*Prerequisite:**Year Course (1 cr)*

- Consent of department

This course is designed for the experienced handbell ringer who already plays with some advanced skills. This group may be involved in several educational/performance trips each year. This is a performance course. Enrollment is limited to fourteen students.

Edgewood ChorusEdgewood Chorus 5564Y

9

Year Course (1 cr)

Edgewood Chorus is a mixed choral performing ensemble open to all freshmen. The choir focuses on developing correct singing techniques and building a core of knowledge about choral singing. Emphasis is placed on basic choral skills, including tone production, active listening, sight-singing and note reading. In addition to choir rehearsal times, students have required in-school lessons. Performance objectives are realized in the required concert experiences in which the choir participates.

Concert ChoirConcert Choir 5570Y

10, 11, 12

Year Course (1 cr)

Concert Choir is a mixed choral performing ensemble open to sophomore, junior, and senior students. The choir focuses on developing advanced singing techniques and learning and performing more advanced choral literature. In addition to choir rehearsal times, students have required in-school lessons. Performance objectives are realized in the required concert experiences in which the choir participates. The ensemble may participate in out-of-school performances and music trips.

Crusader Singers Show ChoirCrusader Singers 5579Y

10, 11, 12

*Year Course (1 cr)**Prerequisite:*

- Audition (held the previous spring)
- Must be a member of Concert Choir, Concert Band, or Orchestra
- Consent of department

The Crusader Singers Show Choir focuses on developing the singing styles of the various show choir/jazz choir genres. Repertoire is drawn from jazz, show tunes, pop, gospel, multicultural and classical musical literature. Choreography will be incorporated into the music, but no prior dance experience is necessary. In addition to school performances, the choir will perform throughout the year in different venues, and may participate in out-of-school music trips. An increase in performances should be expected during the Christmas and end-of-school-year seasons. The choir will utilize regular class times, sectionals, and out-of-class (evening/weekend) times for rehearsals. Performance objectives are realized in the performance experiences in which the choir participates.

History of Popular Music in AmericaHist of Pop Mus Amer 5580S

11, 12

Semester Course (0.5 cr)

The various forms of American popular music from the mid-nineteenth century to the dawn of the twenty-first century will be explored in this one semester course. From the pre-jazz music of the 1860's to the jazz, country/western, and rock music of the late twentieth century, the course will explore how the taste of the American public has changed over the years, and how newer styles of music build on the musical forms that precede them. There is a required semester project. The course offers a non-performance credit as a music/fine arts alternative.

Music AssistantshipMusic Assistantship 5585Y

10, 11, 12

*Year Course (1 cr)**Prerequisite:*

- Consent of department
- Current enrollment in music course

The course provides a service opportunity in either choral or instrumental music for a student with strong interest in music. Activities include learning and helping with music library system, preparation of music folders, assisting other students when needed, and care and maintenance of music equipment. Three mods per cycle are required.

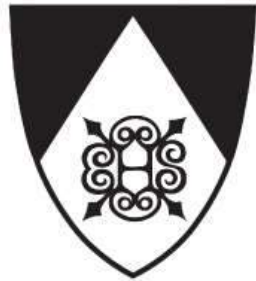
Music Independent StudyMusic Indep Study 5586S

11, 12

*Semester Course (0.5 cr)**Prerequisite:*

- Consent of department
- Current enrollment in a music course

This course is designed for the music student who desires advanced intensive study in a specific musical topic. Students will arrange instruction time with the teacher and decide ahead of time on a topic to be studied. The student and independent study teacher will work together to create the course of study. Topics to choose from include but are not limited to music theory, conducting, or music arranging. A final semester project will be required. The course offers a non-performance credit as a music course.



PHYSICAL EDUCATION

The purpose of the physical education program at Edgewood High School is to achieve objectives that meet the physical needs of young men and women. Vigorous physical activity is necessary for normal growth and development of the muscular, skeletal, circulatory, digestive, excretory and nervous systems. Mental growth and development are related to the healthy functioning of the vital organs of the body, and the vital functions, in turn, are related to and directly improved by vigorous physical activity. The main objectives of the physical education program, therefore, are motor skills development, knowledge development of a number of physical activities, social development and leadership development. All physical education courses are co-ed.

Note: Five semesters of physical education plus one semester of health is required.

Sophomores are required to take health education for one semester.

Physical Education I

Phy Ed I 6011S

9

2 Semester Courses (0.5 credits each Semester=1 cr)

These two semester-long classes are required for all freshmen unless prior authorization has been given for unique circumstances. The primary focus will be on physical fitness as it applies to life-long fitness habits, as well as athletic enhancement. The secondary focus will be on introducing various game concepts in several team and individual sports. In both cases, the students will be challenged physically, as well as cognitively through a variety of teaching techniques.

Fitness Foundations

Fitness Foundations 6031Y

10, 11, 12

Semester Course (0.5 cr) or Year Course (1 cr)

If you are not taking Physical Education I your freshmen year (either the entire year or for one semester), you must enroll in Fitness Foundations for one of your three physical education credits between your sophomore through senior year. The emphasis will be on physical fitness as it applies to life-long fitness habits. Students will be challenged physically, as well as cognitively through a variety of teaching techniques.

(See important NOTES on following page!)

Fitness Foundations Notes: If you took a full year of Physical Education I your Freshman year, you should not enroll in this course. If you only took Semester 1 Physical Education I as a Freshman, you must take Semester 2 Fitness Foundations. If you only took Semester 2 Physical Education I as a Freshman, you must take Semester 1 Fitness Foundations. In other words, Fitness Foundations should fill in where Physical Education I was not taken during Freshman year.

Health Education

Health Ed 6030S

10

Semester Course (0.5 cr)

The course will emphasize decision making skills which are necessary in one's personal health behavior and serves as an open forum to discuss current health issues. Students examine health issues such as wellness, stress, mental health, sexuality, relationships, alcohol, tobacco, and drug use.

ELECTIVE PROGRAM

The elective program has been designed to give sophomore, junior, and senior students options in the type of physical activities they would like to explore. Students are NOT allowed to repeat physical education courses.

Ballroom Dance I

Ballrm Dance I 6083S

10, 11, 12

Semester Course (0.5 cr)

This course is offered to introduce students to the fundamentals of social and ballroom dancing, and teach basics of dances such as swing, waltz, samba, cha cha, rumba, jive, jitterbug/lindy, hustle, foxtrot, salsa, and meringue.

Ballroom Dance II

Ballrm Dance II 6084S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Ballrm Dance I 6083S

This course is a continuation of the Ballroom Dance I class. Focus will be on the expansion of dances learned in Ballroom Dance, i.e. swing, mambo, cha-cha and hustle, through learning more steps, technique, and style. New dances will also be introduced each year this course is taught.

Ballroom Dance III

Ballrm Dance III 6087S

10, 11, 12

Semester Course (0.5 cr)

Prerequisite:

- Ballrm Dance II 6084S
- Must enroll as a couple

The class is designed to teach the steps specifically designed for performance or competition ballroom dance. There will be one major performance each semester, as well as a number of smaller performances. The class covers all aspects of performing including partnership, choreography, dress and presentation.

Sports Psychology and CareersSports Psych & Careers 6088S

12

Semester Course (0.5 cr)

Emphasis will be on the psychology of sports and current issues relating to the sociology of sports. Other careers in athletics that will be studied include: sports officiating, sports medicine, sporting goods business, sports management, parks and recreation departments, sports psychology, and athletic strength and conditioning.

LifeguardingLifeguarding 6075S

10, 11, 12

*Semester Course (0.5 cr)**Prerequisites:*

- Must be able to swim
- Must be able to dive to bottom of pool
- Must be 15 years old
- Consent of department

The course will provide the students with the cognitive and practical experience in the area of basic lifeguarding, waterfront lifeguarding, CPR for the Pro Rescuer, and Automatic External Defibrillator. Students will be prepared to recognize and then respond to emergencies. Upon completion of this course, students may be issued cards/certificates indicating that they have met all American Red Cross requirements to become a lifeguard. This course is primarily offered first semester so that students can receive WSI certification in the spring through the American Red Cross. Course fee is \$75.00

Fall Team SportsFall Team Sports 6060S

10, 11, 12

Semester Course (0.5 cr)

The course will involve participation in lacrosse, touch/flag football, basketball, and volleyball with instruction focusing on understanding and then executing team concepts and skills. Participants will also be involved in study and design of strategies, as well as the officiating involved in the respective sport.

Spring Team SportsSpring Team Sports 6065S

10, 11, 12

Semester Course (0.5 cr)

The course will involve participation in team handball, soccer, hockey, and baseball/softball with instruction focusing on understanding and then executing team concepts and skills. Participants will also be involved in study and design of strategies, as well as the officiating involved in the respective sport.

Fall Recreational ActivitiesFall Rec Activities 6041S

10, 11, 12

Semester Course (0.5 cr)

This course is offered to students wishing to participate in and gain a better understanding of the lifetime activities such as golf, archery, individual fitness, ultimate frisbee, indoor leisure games, self-defense, etc. Students will be required to change clothes for some units. Students will be required to go to a golf hitting range and play a round of golf at one of the local courses.

Spring Recreational ActivitiesSpring Rec Activities 6042S

10, 11, 12

Semester Course (0.5 cr)

The course is offered to students wishing to participate in and gain a better understanding of the lifetime activities such as outdoor leisure games, frisbee golf, individual fitness, badminton, climbing, ice skating, etc. Students will be required to change clothes for some units. They must also provide their own ice skates and have access to cross country skis.

WeightliftingWeightlifting I 6048S

10, 11, 12

Weightlifting II 6049S*Semester Course (0.5 cr)*Weightlifting III 6051S

The course is offered to students who wish to improve their strength and fitness through weightlifting. Weightlifting programs will be offered to accommodate individual student needs. Instruction will be given on the physiology of strength development and how to set up a program. Students will be required to keep records and write papers on their progress. Objectives will be different for the three levels in the class: those who have previously taken the course and those taking the course for the first time.

Introduction to Athletic TrainingIntro Athletic Training 6046S

10, 11, 12

Semester Course (0.5 cr)

The course is designed for students interested in athletic training and sports medicine. Various topics will be covered to provide the students with an introduction to the profession. Students in the class will be exposed to different aspects of athletic training in both a lecture and applied format. Ultimately, students will gain a better understanding of athletic training and the health care profession.

Advanced Athletic TrainingAdv Athletic Training 6066S

10, 11, 12

*Prerequisite:**Semester Course (0.5 cr)*

- Intro Athletic Training 6046S
- Consent of department

The course is designed for students who seriously seek a future in sports medicine. This course will provide a deeper foundation in advanced athletic training techniques. It will further provide opportunities to broaden skills and knowledge needed in recognition and evaluation of all types of injuries and illnesses in athletes and active populations.

Speed, Agility, and Plyometrics (SAP)

Speed Aglty Plyos I 6052S

10, 11, 12

Speed Aglty Plyos II 6053S

Semester Course (0.5 cr)

The course is offered to students wanting to increase their physical development, as well as understanding within the areas of speed, agility, and plyometrics. Technique will be emphasized. Students will eventually design their own program based on certain criteria. Objectives will be different for the two levels in the class: those who have previously taken the course and those enrolled for the first time.

Flexibility Enhancement, Stability Ball, and Yoga Training (FESBYT)

Flex Stability Ball 6064S

10, 11, 12

Semester Course (0.5 cr)

Flexibility Enhancement and Stability Ball is offered to students wanting to improve their physical development in the areas of flexibility and core strength. The proper use and understanding of stability ball training will be emphasized in core strength development. A variety of techniques will be taught to enhance flexibility.

Physical Education—Athletic Training Independent Study

PE Indep Study 6067S

10, 11, 12

Prerequisites:

Semester Course (0.5 cr)

- Intro Athletic Training 6046S
- Adv Athletic Training 6066S
- Consent of Instructor

This course is intended for students who successfully completed Intro to Athletic Training and Advanced Athletic Training. It will offer students an opportunity to further strengthen their understanding of various topics related to the sports medicine field. Specifically it will provide theory and practice of therapeutic exercise for rehabilitation. Students will meet with the teacher to design a plan of study, set goals and establish meeting times. Requirements of the course may include regular assignments, labs, exams and/ or a research project. This course may be repeated, but with a different plan of study and goals. The course is a normal graded course.

MEDICAL EXCUSES FROM PHYSICAL EDUCATION

When students have a medical excuse that extends over the majority of the semester, a medical excuse (MX) is indicated on report cards, which means that in order for students to receive credit, they need to make up the credit during a different quarter/semester. When students have a medical excuse that covers less than the majority of a semester, each student's case is handled individually. In some cases, coursework needs to be made up during a different quarter/semester.



RELIGIOUS STUDIES

The Religious Studies Department occupies an unique place at Edgewood High School. While integral to the program of study, its subject matter transcends the narrow concept of a single department and links our school not only with the broader Catholic-Christian community, but also with the truly universal community of all people. In the tradition of the Sinsinawa Dominican Sisters who founded Edgewood, the Religious Studies Department challenges all students to look beyond themselves, to understand their place in the world, to become people of peace and justice, and to serve others in the model of Christ.

Freshmen Religion-FIT

Freshmen Religion - FIT 6513Y

9

Year Course (1 cr)

This course is a basic overview of Catholic Christian faith with a focus on concerns and questions common to adolescents. It aims to demonstrate how religion responds to the human experience by examining the students' self-concepts, their relationships with other people, and their relationships with God. This course is an integrated survey of basic beliefs, worship practices and moral principles, and sexuality education. It helps students examine the influences of religion in their lives and challenges them in their individual faith development.

Hebrew Scriptures

Hebrew Script 6515S

10

Semester Course (0.5 cr)

This course is a basic introduction to the Hebrew Scriptures. It is intended to help students become familiar with the Bible as literature, to acquaint students with the basic structure and outline of the Old Testament, and to allow students to understand the common religious heritage of Judaism and Christianity. The Hebrew Scriptures are explored with a focus on the concepts of covenant, people, and the continuing revelation of God.

Christian ScripturesChristian Script 6521S

10

Semester Course (0.5 cr)

This course is a survey of the Christian Scriptures. Its purpose is to help students become familiar with the content, structure, and message of the New Testament. Its focus is on the history and personhood of Jesus, the message of love and justice he preached, and the origins of the faith founded in his name.

MoralityMorality 6525S

11

Semester Course (0.5 cr)

Today, Catholic moral theologians highlight the significance of character development for making moral choices. Focusing on character development, a prime question posed throughout this course is, "What kind of person am I becoming, and what kind of person do I want to become?" This course offers a Christian answer to this question, centering on Jesus as the model of full humanness. The theological and moral virtues, discussed in depth and in light of Catholic moral teaching, provide the framework for class discussion, course work, and individual and communal response within the context of the moral decision-making process.

Prayer and SacramentPrayer and Sacra 6580S

11, 12

Semester Course (0.5 cr)

Throughout human history, and especially within the Christian Tradition, people have been drawn to prayer and ritual and ways to deepen their experiences of the sacred. This course offers students an opportunity to explore the rich tradition of sacramental theology and prayer. Historical overviews, roles of ritual and symbols, sacraments of initiation, sacraments of healing, and sacraments of vocation will be addressed. Meditation, group prayer, contemplative prayer, and other traditional prayer forms will be explored.

Peer MinistryPeer Ministry 6545S

11, 12

*Semester Course (0.5 cr)**Prerequisite:*

- Consent of instructor

This upper level course will assist students to develop their leadership and organizational skills by planning and leading liturgies and prayer services throughout the year. In addition, students will be encouraged to co-lead in the retreat and service programs. Students will study the foundations of prayer, liturgy, and the formation of religious belief, as well as have multiple opportunities to contemplate their faith development. Lastly, students will be asked to continue their leadership roles as veteran peer ministers serving the upcoming peer ministry classes as student mentors. Leadership by example and the strengthening of the Edgewood High School community are high priorities of this class.

World Religions in AmericaWorld Rel in Amer 6565S

11, 12

Semester Course (0.5 cr)

Religion has played a fundamental role in the development of the area which became the United States. Students in this course will have the opportunity to examine both the great religions of the world and the various religions/denominations which are uniquely American. The course will expose the students to beliefs, history, and practices of the religious traditions which have enriched our American society.

Contemporary Justice IssuesContemp Justice Issues 6575S

11, 12

Semester Course (0.5 cr)

This course will provide students with an opportunity to explore topics in social justice as they occur within society. It will also discuss the Christian response to such issues utilizing Scripture and documents of the Roman Catholic Church, as well as documents of various other faith traditions.

Personal, Moral, and Social PsychologyPers Mrl Soc Psych 6563S

11, 12

Semester Course (0.5 cr)

One fundamental aspect of faith is that it cannot be separated from society or personal relationships. Any successful understanding of these relationships is grounded in both the social and physical sciences, as well as religious belief. This course examines the history of psychology, basic psychological theory, psychology of religion, moral development, social psychology, and personal growth, with an overarching religious perspective grounded in the faith tradition of Catholic-Christianity.

Note: Offered 2015-2016, not 2016-2017**Peer Ministry Assistantship**Peer Mnstry Assstntshp 6546S

12

*Semester Course (0.5 cr)**Prerequisites:*

- Peer Ministry 6545S
- Consent of Instructor

This course is open to any senior who has already taken Peer Ministry 6545S and who would like to continue to be actively serving as a peer minister. Students need to be highly motivated, mature, accountable, and have a strong and active faith-life. Students will be assisting the Campus Ministry Department and the other Peer Ministry Classes by planning and working on liturgies and prayer services, preparing for and leading retreats, assisting with the Service Program, and joining in faith discussions. Course evaluation is based on attendance, reliability, and accomplishment during the learning and service experience. The course cannot be repeated for credit, but may be taken for service hours only. This course must be taken above minimum course load and does not fulfill the minimum Religious Studies requirement. Students must get approval from the Peer Ministry instructor prior to registering for the course.

Church HistoryChurch History 6585S

11, 12

Semester Course (0.5 cr)

The Christian Church has been a world-shaping force. Contemporary civilizations have been profoundly influenced by contact with the Church. In the course, students will examine the history of Christianity, the contexts of the growth and development of the Church, and the lives of women and men who profoundly impacted that development.

Note: Offered 2016-17, not 2015-2016

**SCIENCE**

As our society becomes increasingly more complex due to scientific and technological advances, its members face questions and challenges never before seen. In order to make sound judgments and decisions one must be equipped with a working knowledge of science. The need for scientific literacy is critical for citizens to both understand and contribute to this evolving culture. The Science Department fosters in students the fundamentals of the scientific disciplines, as well as reasoning, methods, and processes. In an age where more scientists are needed, the Science Department also strives to prepare interested students for college level science courses and careers in the fields of science.

Course Selection by Grade Level

Freshman – Biology–FIT 7028Y (Required). Students who have demonstrated in their middle school science and math classes that they possess the motivation and advanced academic skills are invited to enroll in any of the following science classes to be taken concurrently with Biology: Chemistry, Chemistry Honors, Human Anatomy and Physiology, Physics, Astronomy, Earth Science, and/or Genetic Biotechnology.

NOTE: These courses must meet outside the FIT block and enrollment is contingent upon available space and schedule compatibility.

Sophomore – Chemistry or Chemistry Honors (Required). Students who have demonstrated in their current science and math classes that they possess the motivation and advanced academic skills are invited to enroll in any of the following science classes to be taken concurrently with their Chemistry choice: Physics, AP Physics I, AP Biology, AP Environmental Science, Human Anatomy and Physiology, Astronomy, Earth Science, and/or Genetic Biotechnology.

NOTE: Enrollment into these courses is contingent upon available space and schedule compatibility.

Junior & Senior – Minimum of one year of science from the following options (semester courses listed in italics):

AP Biology	<i>Astronomy</i>
AP Chemistry	<i>Earth Science</i>
AP Environmental Science	<i>Environmental Field Education*</i>
AP Physics I	<i>Adv. Environmental Field Education*</i>
AP Physics 2	<i>Science Independent Research</i>
Physics	<i>Genetic Biotechnology</i>
Human Anatomy & Physiology	

*Indicates Summer Course

Biology-FIT

Biology-FIT 7028Y

9

Year Course (1 cr)

The course will explore characteristics common to most living things and examine the interdependence of life on earth. The goal of the course is to introduce students to and enhance their understanding of the processes common to many of the living things on earth. The content of the course focuses on cell biology, biochemistry, genetics, evolution, human biology, and ecology. Skills include use of a microscope, molecular models, and writing formal lab reports. Scientific process skills include steps of the scientific method, setting up and carrying out a controlled experiment, using and constructing models, and researching current scientific literature. Laboratory work is an integral part of the course.

Chemistry

Chemistry 7048Y

9, 10

Year Course (1 cr)

Basic chemical principles, models, and methods of problem solving are introduced in this course. An appreciation of the results of chemical activity in the student's immediate and expanded environment is developed. Topics include scientific method, scientific measures, atomic theory, thermodynamics, the mole, periodic table, principles of reactivity and bonding, formula writing and equations, chemical reactions, stoichiometry, states of matter, gas behavior, solution chemistry, reaction rates and equilibrium, and acid-base chemistry. These topics are explored through the use of some concepts which are heavily mathematical and require more than basic math skills. Laboratory work includes equal attention to both qualitative and quantitative topics. Basic observational techniques, laboratory equipment and measuring devices are introduced, and lab reports are required. This course fulfills prerequisites for all upper level science courses including all AP Science courses.

Chemistry Honors

Chemistry Honors 7050Y

9, 10

Year Course (1 cr)

Prerequisites:

- Consent of Biology instructor
- Consent of Mathematics instructor
- Recommended having concurrent enrollment in Algebra 2-A or higher

This is a higher level high school chemistry course. It will prepare students to take upper level chemistry classes in college or Advanced Placement Chemistry. Topics covered include properties of matter, atomic structure, quantum mechanics, periodic trends, bonding, naming, stoichiometry, reactions, gas laws, solution chemistry, energy, acid and bases, and reduction-oxidation chemistry. Since problem solving and mathematical reasoning will be emphasized, students are expected to have a strong background in mathematical principles and practice. Laboratory work will also be highly quantitative, with some emphasis placed on statistical analysis of data. This course fulfills prerequisites for all upper level science courses including AP Science courses.

Advanced Placement Chemistry

AP Chemistry 7094Y

10, 11, 12

Year Course (1 cr)

Prerequisites:

- Chemistry 7048Y or Chemistry Honors 7050Y
- Algebra 2-A
- Application to course
- Consent of department

The course covers the equivalent of a full year of college-level inorganic chemistry course. The topics covered in this course will meet the standardized objectives defined in the College Board's Advanced Placement Chemistry Topics. At the conclusion of the course, students will take the Advanced Placement Examination. A fee is assessed by the College Board to cover the expense of the exam. Extra time outside the regular modular schedule may be required in order to perform laboratory experiments. One of the goals of the Advanced Placement program is to emulate the rigor of a typical college-level course. To that end, much emphasis is placed on individual study and concept mastery. A summer assignment will be given preceding the fall semester classes, as well as assignments over breaks. Please also read "Advanced Placement (AP) Courses."

Advanced Placement Biology

AP Biology 7020Y

10, 11, 12

Year Course (1 cr)

Prerequisites:

- Biology
- Chemistry 7048Y or Chemistry Honors 7050Y (highly recommended that students have concurrent enrollment or previously completed)
- Application to course
- Consent of department

This course is designed to meet the equivalent of a **two** semester college-level biology course. This allows students to pursue a college-level, rigorous academic study and to potentially earn college credit for their hard work. The goal is to give students an in depth framework of the biological sciences as well as how science works as a process of understanding. This course is outlined under four "Big Ideas:" 1) Evolution is the driving force of

diversity and unit of life; 2) Biological systems utilize energy to perform cellular functions; 3) Living systems store, retrieve, transmit and respond to information essential to life; 4) Biological systems interact to create complex properties. Course topics include cells and viruses, the origin of life, biochemistry, cellular energetics, genetics, cancer, the human immune system, ecology, and evolution. Extra time outside of class could be required in order to complete lab activities and review essential concepts. Please also see “Advanced Placement (AP) Courses.”

Genetic Biotechnology

Genetic Biotech 7070S

9, 10, 11, 12

Semester Course (0.5 cr)

This semester course enables students to apply the principles of heredity to their personal lives. Major areas of study include genetic diseases, molecular genetics, recombinant DNA, genetic engineering, and ethical issues. Through activities such as DNA isolation, recombinant population genetics study, and bacterial transformation, students gain an understanding of some of the biotechnological advancements made in this rapidly expanding field. Students will also research two current discoveries in the fields of genetics and biotechnology and present this research to the class.

Human Anatomy and Physiology

Human Anat & Phys 7068Y

9, 10, 11, 12

Year Course (1 cr)

How do bones grow and mend? How do muscles produce movement? How do we perceive the world with our senses? These and many other questions students may have about the structure and functions of the human body will be answered in this course. The major systems of the body are studied in detail with an emphasis placed on the interdependence of all organ systems. Through a variety of activities (including dissection), students will learn about the skeletal, muscular, cardiovascular, endocrine, nervous, and other systems. This is an excellent course to prepare for a career in the health or medical fields.

Physics

Physics 7055Y

9, 10, 11, 12

Prerequisites:

Year Course (1 cr)

- Successful completion of Algebra I or Algebra I-A
- Concurrent enrollment in Algebra 2 or higher

The study of physics is centered on two big questions: What is stuff, and, how does stuff change? By looking at these questions and the experiences through labs and in-class demonstrations, students will learn about the motion of objects around us, forces and how things react to forces, how spinning things behave, and how planets move. In the second semester, students investigate collisions, how springs work, waves, and light. Students will also get to explore ideas such as $E=mc^2$, black holes, quarks, and quantum mechanics. Students need a solid foundation in Algebra and some Geometry for this course.

Advanced Placement Physics I

AP Physics I 7064Y

10, 11, 12

Prerequisites:

Year Course (1 cr)

- Concurrent enrollment in Precalculus Honors or higher
- Application to course
- Consent of department

Students in this course will discuss and explore the motion of objects around us, collisions between objects, how forces create change in objects, and why one needs to slow down on a sharp curve. In the second semester, the course focuses on the many different ways the universe can store energy, how objects behave when they spin, sound, springs, and some simple circuits. In addition to these topics, students will also learn how to connect concrete experiences from labs (shooting a toy rocket at different angles, for example) with the abstract concepts and theories of physics (projectile motion). Students will also critically analyze data to determine accuracy and precision of data and decide on reliability. Students need a background in both trigonometry and Algebra 2 in order to meet the mathematical expectations for this course. Please also read “Advanced Placement (AP) Courses.”

Advanced Placement Physics II

AP Physics 2 7066Y

11, 12

Prerequisites:

Year Course (1 cr)

- AP Physics I 7064Y
- Application to course
- Consent of department

Students in this course will discuss and explore forces between electric charges, electric fields, how electricity is generated, and magnets, and more examples of circuits. In the second semester, the course focuses on how fluids behave, how engines work, optics, atomic physics (including a discussion of quantum physics) and nuclear physics. The course will continue to develop analytical and lab skills connecting concrete activities (build a generator) with abstract concepts (changing magnetic flux creating potential differences). Students need to have completed Honors Physics, as the ideas developed in that course will be developed considerably in this course. Please also read “Advanced Placement (AP) Courses.”

Astronomy

Astronomy 7078S

9, 10, 11, 12

Semester Course (0.5 cr)

Since prehistoric times, the skies have filled humans with a sense of wonder and awe. We have endeavored to find our place in the universe. From the solar system to celestial motions, black holes to distant galaxies, astronomy opens our eyes to the workings of the universe. This course will take students on a journey through space and time to learn about the constellations and their myths, celestial mechanics and motions, as well as the evolution of astronomical theory. Students will learn about the evolution of stars, star clusters, pulsars, and black holes. Finally, students study the vast frontier of galaxies, quasars, and the origin and fate of the universe. Daytime observations of the sun and evening star parties provide an exciting opportunity to see firsthand the concepts learned in class.

Earth ScienceEarth Science 7050S

9, 10, 11, 12

Semester Course (0.5 cr)

How was the Earth formed? What causes tornadoes and snowstorms? From volcanic eruptions along the Pacific rim to tornadoes in the Midwest, powerful forces are at work on the Earth. These events not only shape the Earth, but also affect the life on Earth. This course is designed to investigate the formation, evolution, composition, dynamics, and history of our home planet. The oceans, atmosphere, weather and climate are also important areas of study if we are to understand the Earth and the phenomena that shape it. Students will learn how all Earth systems interact and influence our lives.

Advanced Placement Environmental ScienceAP Environ Science 7082Y

10, 11, 12

*Year Course (1 cr)**Prerequisites:*

- Biology-FIT 7028Y
- Chemistry 7048Y or Chemistry Honors 7050Y
- One year of Algebra
- Application to course
- Consent of department

Advanced Placement Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world, and to identify and analyze environmental problems. Students will also evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will use previous experiences in chemistry, biology, and physical science to classify, analyze, and evaluate these environmental issues that challenge humans within the framework of social, historic, and economic parameters. Near the conclusion of this course, students will take the Advanced Placement examination. Please also read "Advanced Placement (AP) Courses."

Environmental Field EducationEnviron Field Ed 7094C

10, 11, 12

*Summer School (0.5 cr)**Prerequisites:*

- Biology-FIT 7028Y
- Consent of department

NOTE: Sign-up for this course occurs during the first semester of the school year. Do not select this on your course contract during Course Registration for 2015-2016.

This two-week intensive course is held at St. Croix State Park in northern Minnesota. The wonders of the natural world are explored in depth during the program. As students discover the beauty of the natural world, they learn to love creation and get to know each other well. Most of the class time (approximately nine hours per day) is spent in the field conducting scientific research on our local environment. Areas of study include: outdoor safety, ecology, meteorology, geology, forestry, aquatic biology and much more. Students stay in a rustic indoor group camp and share in housekeeping duties. **Students must be healthy enough to hike several miles and be a competent swimmer.** The Summer 2015 course fee is \$850.00

Advanced Environmental Field EducationAdv Environ Field Ed 7095C

11, 12

*Prerequisites:**Summer School (0.5 cr)*

- Environ Field Ed 7094C
- Consent of department

NOTE: Sign-up for this course occurs during the first semester of the school year. Do not select this on your course contract during Course Registration for 2015-2016.

Field research is the focus of this two-week intensive program. Students identify a research protocol and then carry out ecological research during a two-week stay at St. Croix State Park in northern Minnesota. Research protocols are gleaned from the professional ecological community. Several students have published their research. The research is shared with the State Park and Minnesota Department of Natural Resources. This course is held in conjunction with Environmental Field Education and can be taken more than once. **Students must be healthy enough to hike several miles and be a competent swimmer.** The Summer 2015 course fee is \$850.00

Independent ResearchIndependent Research 7085Y

11, 12

*Prerequisites:**Year Course (1 cr)*

- Chemistry 7048Y or Chemistry Honors 7050Y
- Consent of department

The purpose of the course is to provide students with an opportunity to perform research. Students selecting the course need to identify a research topic, investigate various research protocols, carry out the investigation, and present their findings in a written lab report, as well as before a juried panel of teachers and professionals. Students are encouraged to find a mentor to work with and assistance is provided. Students need to spend approximately 100 hours on the research once they have identified the topic and protocol. The course is a normal graded course, but only offers one-half credit for the year because of the limited class time. Students may take the course more than once. The course does not meet college entrance requirements for Science. Students should take other science classes to meet college entrance requirements.

Science AssistantshipScience Assistantship 7090Y

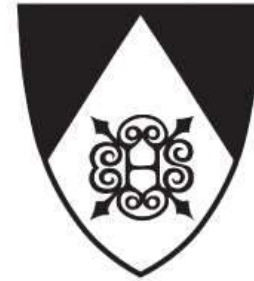
Prerequisite:

10, 11, 12

Semester Course (0.5 cr)

- Consent of department

This course provides a student with the opportunity to assist in the areas of science. Activities include helping other students, laboratory preparation and maintenance, and/or independent project assistance such as experimental work, plant, or animal care. Approximately three mods per cycle are required. This course may be repeated. The course is not intended to fulfill the minimum science requirement of two credits. Students must get approval from the science instructor they will be working for prior to registering for the course. NOTE: This course will not meet the UW-System entrance requirement for Science.



SOCIAL STUDIES

The Social Studies Department prepares students to understand and appreciate the history and heritage of the United States and other cultures. Through both course content and varied teaching/learning activities, the students are provided with many opportunities to develop a wide variety of critical thinking skills that will prepare them for college and careers. The courses offered challenge students to develop a social consciousness and assume civic responsibilities in a global age.

United States History-FITUS History-FIT 7510Y

9

Year Course (1 cr)

United States History is a required course and part of the FIT Program. It is a survey of American history in the 20th century. Special emphasis is given to the United States as a world power, the reform eras, the Civil Rights movement, America's 20th century wars, and the Cold War era. Basic skills such as mapping, note-taking, critical thinking, expository writing, analyzing source material, debating, and researching are emphasized.

World HistoryWorld History 7518S/7519S

10

Year Course (1 cr)

World History is a required survey course emphasizing the historical development of selected cultures and geographic areas and significant contributions of these cultures to our world today. Topics studied include: Greece, Rome, the rise of modern Europe, Russia, the Middle East, China, and Africa. Through this course, students will have a better understanding of the contributions of past civilizations to our present world and a keener grasp of the problems facing our modern world. This course includes continuation of the basic social studies skills developed at the ninth grade level, including writing skills. Students will do projects on Renaissance artists and African country reports.

Advanced Placement European HistoryAP Euro History 7555Y

11, 12

Prerequisites:

Year Course (1 cr)

- Application to course
- Consent of department

Advanced Placement European History is a college-level history course. This course will use primary and secondary documents to explore European history from the Renaissance to the present. It looks at the social, cultural, intellectual, political, religious, economic and women's history of the time. Heavy emphasis is on reading, note taking, essay writing, and discussion. Students are required to do a significant amount of out-of-class reading and preparation. The course meets six days a cycle. Near the conclusion of this course, all students will take the Advanced Placement European History examination. Please read the section entitled "Advanced Placement (AP) Courses."

Advanced Placement United States HistoryAP US History 7550Y

11, 12

Prerequisites:

Year Course (1 cr)

- Application to course
- Consent of department

Advanced Placement U. S. History is a college-level history course. The course is designed to analyze and evaluate American history from the Era of Discovery to the present. Heavy emphasis will be given to reading, note taking, essay preparation, analysis of primary documents, and class discussion. Students should be prepared to devote SIGNIFICANT time outside the classroom for preparation for this class. This course will meet six days a cycle. The students will be writing the Advanced Placement Exam in U.S. History near the end of the course. A fee is assessed by the Educational Testing Service to cover the examination. Students who successfully complete this exam may be eligible for college credit. Please read the section entitled "Advanced Placement (AP) Courses."

American Political SystemsAmer Political Syst 7568S

11, 12

Semester Course (0.5 cr)

American Political Systems examines the American political structure at the national, state and local levels. Emphasis is given to more relevant and practical issues such as: the history of the two-party system, the use of money in elections today, the role of third parties in American elections, voting behavior of the American public, the emerging importance of the youth vote, and the use of social media in the American electoral process. A guest lecture series will be incorporated into this class. Candidates, political experts, media pundits and other leaders in the Madison community will be invited into the class to discuss issues surrounding the 2016 presidential elections. This is a discussion-based course, with an emphasis on staying informed and getting involved in the political process. The major focus of the course will be examining the issues surrounding the 2016 presidential elections, Wisconsin's 2nd District Congressional race and Wisconsin's U.S. Senate race. Students will complete a political log book covering the 2016 election, help organize and run the all-school election in November and will have an opportunity to work at polling places in the City of Madison on Election Day. Plus, in January of 2017, students will have the opportunity to attend the Presidential Inauguration in Washington, D.C.

Note: Offered Fall 2016, not Fall 2015**Economic Principles**Econ Principles 7588S

11, 12

Semester Course (0.5 cr)

In this semester course, students explore both current issues facing our economy and the background and theory behind these issues. The United States economy is the primary focus. Topics students will study include: supply and demand, government involvement in the economy, the national debt, taxes, money and banking, the Federal Reserve System, the stock market, inflation, and unemployment. Students use current information and sources to better understand and make decisions in our increasingly complicated economy. Students will participate in the Economics Wisconsin Stock Market Simulation. Students will do personal, as well as family budget simulations.

Global IssuesGlobal Issues 7578S

11, 12

Semester Course (0.5 cr)

This course encourages students to develop an understanding of the world around them and an appreciation of cultures different from their own. General themes for the Fall of 2015 will include; exploring Madison's global linkages, examining opportunities to work/volunteer/study abroad, practicing the art of crossing cultures, plus following international news stories from around the world. Specific units of study may include; defining genocide by using the 1994 Rwandan genocide as a case study, examining the international community's response to ISIS and global terrorism, plus investigating the use of 'child soldiers' in selected conflicts around the world. This topic will be illustrated by reading *A Long Way Home: Memories of a Boy Soldier* by Ishmael Beah. Students will also be given the opportunity to participate and compete in the annual Global Issues Geography Bee.

Note: Offered Fall 2015, not Fall 2016**Law**Law 7548S

11, 12

Semester Course (0.5 cr)

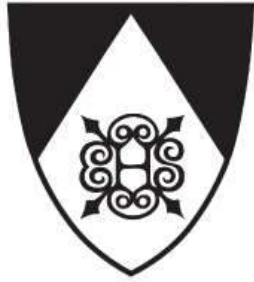
This semester course examines constitutional law with an emphasis on the First Amendment, civil, criminal, juvenile law, and the court system. Major attention is given to the study of the Bill of Rights and some of the more recent and important Supreme Court decisions affecting our lives. Through this course, students are exposed to many practical and relevant legal situations that affect their daily lives and are given the opportunity to understand the great impact of the law on their lives.

Recent American HistoryRecnt Amer History 7558S

11, 12

Semester Course (0.5 cr)

Recent American History is a semester long course that deals with major historical themes and events in American history from post-World War II through the end of the Cold War. Topics include: beginning of the nuclear age, U.S.-Soviet relations during the Cold War, life in America during the 1950's, the birth of Rock 'n Roll, the Vietnam War, the counter-culture of the 1960's and the end of the Cold War with the collapse of communism in 1991. A special focus will examine the relationship between the music of the 1960's and the historical events from that turbulent decade along with the role of sport during the Cold War.



YEARBOOK

Yearbook

Yearbook 8017S

9, 10, 11, 12

Prerequisite:

Semester Course (0.5 cr)

- Consent of department

The purpose of the course is to help produce the yearbook for Edgewood High School. At the beginning of second semester, students learn the basics of producing a yearbook, such as advertising, copywriting, cropping pictures, page design, and photography. For the remainder of the semester, students produce the yearbook in a lab/workshop atmosphere. Skills developed in the course include online publishing (Adobe IN/Design), design, and layouts. Additional needed skills are interest in graphic art, word processing, a sense of responsibility toward one's work, and concise, accurate writing blended with originality. In addition to regular class meeting times, computer time at home may be needed to meet deadlines. Students may remain on the staff for four years.

BACK COVER