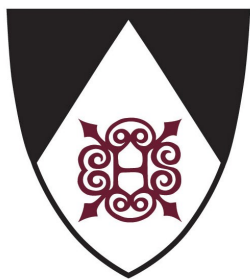


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# EDGEWOOD HIGH SCHOOL OF THE SACRED HEART



TRUTH • COMPASSION • JUSTICE • COMMUNITY • PARTNERSHIP

## *Curriculum Guide* 2023-2024

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January 2023

Dear EHS Students and Parents/Guardians:

Edgewood's academic program supports the school's mission to educate students through a rigorous academic program that embraces the Sinsinawa Dominican values of Truth, Compassion, Justice, Community and Partnership. We are proud of our range of course offerings and encourage you to consider all of the options: those that might reinforce some of your strengths and those that might challenge you as a learner. The curriculum leads students with a focus not on rote memorization but rather inquiry and exploration that prepares students to succeed in the university arena and the world beyond its walls. As a faculty, we are working to implement a community standard that serves those goals.

Please study the 2023-2024 Curriculum Guide so you can confidently select courses and also ask clarifying questions as you identify your needs. We are proud of all the ways Edgewood adults strive to support your interests, talents, and abilities. As you plan, please seek input from your teachers and counselors. Their experiences and their knowledge of Edgewood High School's program and college requirements will be invaluable to you as you make your final course decisions.

We hope that your years at Edgewood High School of the Sacred Heart will be marked by thought-provoking ideas and enriching experiences that serve you well now and into the future. We are grateful for the privilege of working with you.

Sincerely,

A handwritten signature in black ink that reads "Jerry Zander".

Jerry Zander

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 COMMUNITY STANDARD**

The Edgewood High School Community, grounded in our mission is committed to working for Truth, Justice, and Equity. By fostering curiosity, our education practices will inspire us all to:

- **Collaborate** to analyze complex issues, take risks, develop imaginative solutions, and pose new questions
- **Actively Listen** to people from diverse perspectives and experiences to strengthen communication skills
- **Challenge** ourselves and others to speak and act in a manner that upholds all people's dignity

## **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.



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# GRADUATION INFORMATION

## GRADUATION REQUIREMENTS

### I. Credit Requirements for Graduation

Edgewood High School requires 28 credits for graduation:

- Arts – 1 credit
- English – 4 credits
- Health – 0.5 credit
- Mathematics – 3 credits
- Physical Education – 1.5 credits (*beginning with the Class of 2025*)
  - \* Class of 2024 is required to have 2 credits of Physical Education
- Public Speaking – 0.5 credit
- Religious Studies – 4 credits
- Science – 3 credits
- Social Studies – 3 credits
- Electives – 7.5 credits

\* EHS graduation requirements meet minimum general college admissions requirements, however, additional college/university admissions requirements can vary. Please consult official admissions office websites for accurate information.

### II. Grade Level Course Requirements

Within the overall graduation requirements listed above, students are required to take the following courses during each specific grade level:

9th Grade	Biology - FIT English - FIT US History - FIT Survey of Religious Studies Foundational Fitness & Athletic Development
10th Grade	English II <b>or</b> English II Honors Health Hebrew & Christian Scriptures Chemistry <b>or</b> Chemistry Honors World History <b>or</b> AP World History: Modern
11th Grade	American Literature <b>or</b> AP Language and Composition Moral Philosophy
11th or 12th Grade	Peace and Justice Studies

**II. Civics Exam**

This state-mandated exam is required to earn a high school diploma in the state of Wisconsin. Students will prepare for and complete exams through EHS's Social Studies Department. Special arrangements will be made for transfer students according to individual circumstances.

**III. Service Hours**

Of the 100 total Service Hours required for graduation, students must have at least 75 Community Service Hours outside of Edgewood High School, to graduate. Transfer students will have their graduation requirements pro-rated based on date of transfer. See *Campus Ministry - Service* for more info.

Student yearly service hour guidelines are as follows:

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

**IV. Retreats**

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

**MAXIMUM CREDIT LIMIT**

Students are allowed to register for more than the minimum number of credits (7.0), but may not take more than 8 credits per year. Please understand that students who take additional classes/credits beyond the 7 credit minimum 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 of their requests.

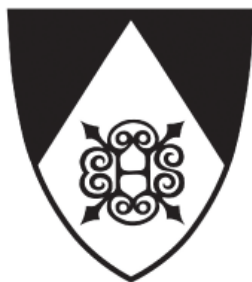
**GRADUATION PARTICIPATION**

Students who finish their final semester .5 credit short of fulfilling the 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 27.5 credits or less may not participate in graduation activities.

\* Please note that early graduation is not an option at EHS.

**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 legal name, address, parent/guardian(s) name(s), student number, birth date, grade, previous school(s) attended (if applicable), and entry, withdrawal, and/or graduation date. The transcript also shows the student's cumulative weighted grade point average, total number of credits earned, and completion status of the civics exam. 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. It is the policy of the Edgewood High School Board to not routinely release class rank.



# **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 to 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 courses 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 Outline, the Curriculum Guide, and the Four Year Planning Guide to aid them through this process.

## **CHANGING COURSE SELECTIONS**

Changes in course selections after final course selections 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.

The following outlines the approved reasons for a course selection change:

- Course failures
- Errors which result in inaccurate course selections
- Oversights in meeting graduation requirements



- Documented extenuating circumstances (medical reasons, teacher recommendations, etc.) as approved by administration
- 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.

Because of our need to abide by the above guidelines, parental involvement during the course selection process is essential. Parents/guardians must electronically approve course selections on PowerSchool in order for student requests to be processed.

The information in the preceding paragraphs illustrates how important it is for students and parents/guardians to study and discuss requirements and options **before** course selections are finalized. Student Services personnel and teachers are available to assist parents/guardians and students with course selection.

## ADDING & DROPPING COURSES

Adding courses: If the approved course selection circumstances noted above apply, all pre-requisites have been met, and teacher approval has been granted, a student will be allowed to add a course within the **FIRST WEEK** of the semester. Courses can only be added into existing open mods within a student's schedule; existing courses will not be adjusted to accommodate late add requests.

Dropping courses: Once the academic semester/year has begun, a student will only be allowed to drop a course without transcript notation (W - Withdraw) within the **FIRST TWO WEEKS** of the semester, pending completion of the EHS OFFICIAL DROP PROCESS noted below. Please note that although students can drop up to 2 weeks into the semester, it is too late to add a course for that semester.

### EHS OFFICIAL DROP PROCESS:

- 1) Course drop is requested by student, recommended by teacher, or extenuating circumstances arise
- 2) Student meets with counselor and receives OFFICIAL ADD/DROP FORM
- 3) Student meets with the course teacher to address concerns, clarify expectations, brainstorm a plan for solutions, and have ADD/DROP FORM signed
- 4) Communication between teacher, student, parent/guardian, and counselor to determine approval of drop request (with administrative approval, if deemed necessary)

**Dropping a course after the first two weeks of a semester is not permitted.** If a late-drop request is deemed necessary after completing the steps above and with administrative approval, the course will appear on the student's official transcript with a "W" (Withdraw) distinction, indicating the course was withdrawn after the drop period. The course will not count for credit or be factored into a student's cumulative GPA. The student may choose to enroll in the course during a subsequent semester and should be prepared to explain the circumstances regarding the withdrawal in future college/career applications. If a student *does not receive administrative approval* and still chooses to drop the course, the course will appear on the student's official transcript with a letter grade of "F".



# ADDITIONAL COURSE INFO

## ADVANCED PLACEMENT (AP) COURSES

In 2023-2024, EHS will offer AP English Language & Composition, AP English Literature & Composition, AP Latin, AP Spanish, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics C: Mechanics, AP European History, AP Psychology, AP US History, AP World History: Modern, and AP Computer Science Principles. The following standards and criteria apply to all AP courses:

- Enrollment in AP classes is always contingent upon departmental and student services approval.
- There is an AP course fee of **\$150.00** for each AP course.
- Near the conclusion of the course, all students must take the appropriate AP Examination administered by 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 for specific credit requirements.

Because of the demands placed on students taking AP courses, it is highly recommended that students do not exceed more than two AP courses per year. Highly motivated and talented students may take additional AP courses in a year pending approval from their parents/guardians, school counselor, AP teachers, and principal.

## DUAL ENROLLMENT (DE) COURSES

In 2023-2024, EHS will offer two Dual Enrollment opportunities, *Introduction to Shakespeare* and *Physics of Light and Electromagnetism*. These are college level courses being taught by qualified EHS teachers in accordance with requirements defined by the Higher Learning Commission. Students will receive both Edgewood High School and college credit for these courses.

- Enrollment in DE courses is always contingent upon departmental and student services approval.
- There is a course fee of **\$300.00** for each DE course.
- Students who successfully complete the course **will** receive college credit. Students are encouraged to contact the admissions office of their prospective universities for specific credit transferability.
- Students must abide by all policies set forth by the college granting credit.

## FRESHMAN INTERDISCIPLINARY STUDIES

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, and Biology. An annual FIT Field Trip fee is assessed.

## GRADING SCALES

Courses at EHS are either on a Four-Point or Five-Point grading scale. In a Five-Point Grading System, a full point is added to the final grade when factored into the GPA (ex: A=5.0, B=4.0, etc.). Grades of “CR” or “NC” (Credit/No Credit) are given in extenuating circumstances and will not factor into student GPAs.

Advanced Placement, Honors, Dual Enrollment, and College Courses (as approved by EHS)		All other EHS Courses	
Letter Grade Displayed on Transcript	Points Factored into GPA	Letter Grade Displayed on Transcript	Points Factored into GPA
A	5.0	A	4.0
A-	4.5	A-	3.5
B	4.0	B	3.0
B-	3.5	B-	2.5
C	3.0	C	2.0
C-	2.5	C-	1.5
D	2.0	D	1.0
D-	1.5	D-	0.5
F	0.0	F	0.0

## HONOR ROLL

Two honor rolls are announced at the end of each semester, and are based on the current semester weighted GPA. They are High Honors (3.75 or higher) and Honors (3.5 - 3.74).

## TRANSFER STUDENTS

Students who transfer after their freshman year are required to complete all Edgewood High School and State of Wisconsin credit totals and graduation requirements. Adjustments for differences in curriculum will be made on a case-by-case basis (ie: religion requirements when transferring from a public school). All courses taken at previous institutions will be converted to EHS grading scales. All AP classes and honors classes with an EHS course equivalent will be factored in as weighted (5.0 scale) grade points; all other courses will be factored in as 4.0 grade point scale. The following note will be added to transcripts of all transfer students:

“Note for Transfer Students: For more accurate information regarding varying courses, grading scales, and policies, please refer to an official transcript from any previously attended school(s).”

### INTERNATIONAL STUDENTS

Students who transfer to Edgewood High School from an international institution are expected to complete the same requirements as domestic transfer students. The following note will be added to transcripts of all international students:

"Note for Transfer Students: For more accurate information regarding varying courses, grading scales, and policies, please refer to an official transcript from any previously attended school(s). Due to the varying standards and grading systems of international schools, any students who completed classes in an international setting receive "CR" - CREDIT - grades, and are instructed to submit official transcripts from corresponding schools at request of the receiving institution."

### COURSES TAKEN BY MIDDLE SCHOOL STUDENTS

Any high school level courses taken by middle school students, regardless of institution (EHS, middle school, online, summer program, etc.), will be noted on transcripts as follows:

- Course name, institution, and number of credits earned will appear as indicated on original grade report
- Grade of "CR" (credit) will appear, replacing letter grade
- Course will NOT count towards EHS graduation requirements or in EHS GPA calculation

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.

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 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 through an institution 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/guardians, school counselor, and appropriate department chairperson. All tuition and fees for non-EHS courses are the responsibility of the family, not EHS, unless otherwise specifically noted.

#### College Courses

Edgewood High School allows juniors and seniors, who have exceeded our curriculum offerings, to take classes at higher education institutions. Courses taken at a college/university cannot replace existing required coursework at Edgewood High School.

College courses 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/guardians, school counselor, and department chair. Students must meet with their counselor to ensure a day class will work within the EHS schedule. Students must contact their counselor to express interest in taking a class by February 1 (for fall semester) or October 1 (for spring semester). 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.

## **Summer School**

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
4. To offset graduation requirements (academic or community service related)

**\*\* Note:** Regardless of institution, students who take summer school courses must still register for the required 7 credit minimum each school year.

Edgewood High School may offer summer school opportunities exclusively for students enrolled at EHS during the traditional school year, and will publish offerings at the start of each spring semester according to student interest and faculty/teaching availability. Students will request summer courses alongside their course requests for the following school year and are highly suggested to meet with counselors to ensure accurate 4-year graduation planning.

Students may enroll in summer courses offered by other school districts if a course is not available at EHS or the EHS course does not work with a students’ summer schedule. All external 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. Maximum credit load in summer school is two credits.*

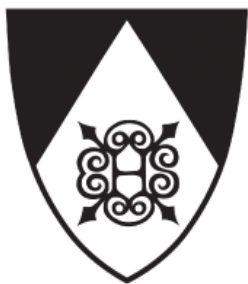
This outlines the general policy followed by EHS, but each course will be evaluated on an individual basis to determine whether credit is granted. Factors will include the number of hours of instruction, breadth and depth of the course, and documentation of student work. Grades cannot be awarded unless the sponsoring institution is NCAA sanctioned and provides an official grade report or transcript. It is the student’s responsibility to communicate and provide documentation of course completion to Student Services prior to course being added to the EHS transcript. In cases of accelerating through the curriculum, students may also be required to complete an EHS placement test confirming preparedness for the next level in a given subject.

## **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. Students are still required to meet all EHS graduation requirements regardless of difference in curriculum at the institution at which they are studying abroad.

## **Driver’s Education with CESA #2**

CESA #2 hosts a Driver’s Education course. The Driver’s Education program includes both *Online Classroom Instruction* and *Behind the Wheel*. 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](http://www.cesa2.com).



# STUDENT RESOURCES

## ACADEMIC RESOURCES

### **Academic Support Lab**

Faculty members will be available throughout the day to assist students who may need additional help with a variety of subjects. Students may attend on a walk-in basis or may be required to attend based on teacher recommendation.

### **Learning Resource Center**

The Learning Resource Center (LRC) offers school-based support services to qualified students with learning differences, medical conditions, and/or those students who, despite significant effort, are not experiencing academic success. Recommendation for placement into the LRC is made by the LRC Coordinator, Student Services, Director of Admissions, and/or EHS Administration. Students assigned to the LRC will work one-on-one, and in small groups to receive instructional support in addition to improving/reinforcing study techniques and time management. Official documentation of diagnosis or documentation is not needed for enrollment in the LRC, but IS needed for potential accommodations.

\*\* A fee is charged to each family for these additional services. Financial aid may be available for families with a demonstrated need.

### **Peer Tutoring**

EHS Honor Society members are available to tutor fellow students in almost all subjects. Students in need of quiz and test study help, course content and/or homework guidance can meet with tutors one-on-one. Tutors are available in study halls and in Student Services during lunch hours. To request tutoring, students should contact their counselor.

### **Testing Accommodations**

As a private school, Edgewood High School is not required to adhere to IEP or 504 Plans, or documented accommodation/recommendations from medical diagnosing professionals. However, these documented accommodations will be reviewed individually by Student Services, Administration, and/or the Learning Resource Center, and supported to the best of our school staff's ability. To be considered for accommodations, Edgewood High School requires official documentation of diagnosed medical needs and/or learning needs, as recommended by a licensed professional in the corresponding field (psychiatrist, neuro-psychologist, etc.), consistent with guidelines for receiving accommodations on ACT or College Board standardized testing. Please contact Student Services for further information.

## CAMPUS MINISTRY

### Spiritual Life

The spiritual growth of all members of the Edgewood High School community is of utmost importance. The Campus Ministry Department offers opportunities for students, faculty and staff to engage in reflective and active lives guided by our Catholic Dominican values. 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.

### Retreats

The Campus Ministry Department 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 Ministry student leaders

- Freshman Retreat in collaboration with FIT program: Day-long focus on Community;
  - Sophomore Retreat: Day-long focus on Human Dignity;
  - Junior Retreat coordinated through Morality class: Day-long focus on Service;
  - Senior Retreat: Extended day-long focus on Relationship with Self, Others, and God;
- ⇒ *Optional Senior CROSS (Christian Retreat of Shared Spirituality): Four day/overnight deeper consideration of Relationships 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 Dane County and our greater community. Students reflect on the service they do for people, churches, and non-profit organizations. In turn, students discover the value of contributing to their community. Campus Ministry communicates with the student body about events that need volunteers, as well as monitors the service hours 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 75 of a student's total service hours must be provided outside of Edgewood High School. Yearly service recommendations are as follows:

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

*\*Total service hour requirements must be completed by the end of third quarter of senior year.*

Transfer Students: Hours are prorated accordingly based on time of enrollment

### Worship

To acknowledge and celebrate the value of faith in our community, we gather as a school approximately once per month for liturgy. 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. Campus Ministry also offers optional liturgical opportunities throughout the year, including weekly morning Mass, the Sacrament of Reconciliation, Memorial Prayer Services and a Memorial Mass.

### **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 and maintain a balanced physical and digital 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.
- Provide instruction on information literacy and critical thinking skills
- Collaborate with classroom teachers to ensure effective use of library resources and continued instruction in current and future educational technologies.
- Maintain a strong online presence to meet the needs of students and teachers beyond the school day.
- Provide an inviting and accessible work environment that is conducive to multiple learning styles.
- Encourage life-long reading, learning, and critical thinking
- Provide resources that are diverse, current, well-balanced, and reflective of a variety of viewpoints, while still honoring and emphasizing our Catholic values.

### **STUDENT SERVICES**

The mission of the Edgewood High School Student Services Department is 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 department directs all efforts toward fostering individual growth and assists each student as they work toward achievement of education, vocational, personal and social fulfillment. Class meetings, 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:**

- Assist in developing social, emotional, vocational and academic skills for students to build on and use in their pursuit of success.
- 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





# COURSE DESCRIPTIONS & OFFERINGS

The following pages provide a description of the courses offered for the 2023-2024 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**

*Length of Course (Credit Value)*

*Prerequisites:*

### Abbreviated Course Name/Number

Grade Levels that can request enrollment

- 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.



# ARTS

**“To practice art, no matter how well or badly is a way to make your soul grow. So do it.” - Kurt Vonnegut**

The Arts Department prepares students to understand, value and enjoy the arts throughout their lives by nurturing the development of independent individuals who can express themselves in multiple ways. The students mature as both artists 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 techniques and building a core of knowledge about music, visual arts and drama. Emphasis is placed on basic skills and growth into advanced creativity and how the students' learning becomes a life skill that can transfer into other facets of their lives.

The National Standards for Arts Education state “...the arts have been an inseparable part of the human journey; indeed we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits. That is why, in any civilization - ours included - the arts are inseparable from the very meaning of the term ‘education.’ We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts.”

Any combination of the following acting, music, and visual arts courses may fulfill the graduation requirement for 1 credit of art electives (unless otherwise noted).

## **Drama**

### **Acting**

*Semester Course (0.5 cr)*

Acting 2020S

9, 10, 11, 12

Acting aims to develop personal abilities, a broader world view, and explore performance skills of actors through exercises such as ensemble building games, improvisations, vocabulary explorations, character development, movement, and script analysis. Elements are explored with practical applications in an environment that encourages creativity, focus, discipline, and control. While emphasis is placed on performance skills, some focus will also be placed on written analysis through papers and journaling. Students will become more mentally flexible, emotionally fluent and controlled, physically expressive, as well as more articulate, disciplined, and self-confident. The course introduces the beginning actor to the fundamental vocabulary, skills, and concepts of voice, movement, and acting techniques required to perform in theater, film, and television. Using improvisation, observation, physical and vocal exercises, theater games, text analysis, and scene work, each student creates their own "Actor's toolbox". We will explore the actor's role in making compelling and engaging theater, both historically and in modern performance styles. Attendance at civic productions and independent readings will be required. Involvement in the EHS Drama productions will be encouraged.

### **Acting II**

*Semester Course (0.5 cr)*

Acting II 2025S

9, 10, 11, 12

*Prerequisite:*

- Acting 2020S
- Consent of instructor

This is a course for serious theater students. Acting II aims to develop personal abilities, and a broader worldview, and explore the performance skills of actors past and present. By studying the art and civilization of each historical period, we will discover why the theater was developed, what influenced the performance style and convention, and why the plays are still relevant today and to our society. Knowledge of the performance style and text analysis for each. Students explore different approaches to character creation and development established by individual teachers/theorists/practitioners from different historical periods and cultures. The class members apply that approach to scripted work. Students research, investigate, practice, and demonstrate techniques specific to the chosen acting style. Each unit culminates in a scene performance in which students apply the acting technique.

### **Musical Theater**

*Semester Course (0.5 cr)*

Mus Theater 5540S

9, 10, 11, 12

This course introduces the history of musical theater and immerses the students in the vocal, acting, and movement choices demanded by the contemporary music theater artist. Topics covered include: acting a song, auditioning, choosing a piece, developing a dynamic repertoire of songs that represent your range as a singer and actor. The course includes text analysis, genre study (Classical, Contemporary, Jazz, Blues, Pop, etc.), scene work, and vocal production. This class can be taken more than once.

## Music

### **Beginning Band/Orchestra**

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

Concert Band 5510S/5510Y

9, 10, 11, 12

This instrumental music course is designed for beginning students as well as those that feel they may need a refresher course. If you do not own a playable instrument, EHS will rent one to you for \$50/year; subject to availability. This course may be repeated to gain the necessary experience needed to join Concert Band or Orchestra.

### **Concert Band/Wind & Percussion Ensemble**

*Year Course (1 cr)*

Concert Band 5508Y

9, 10, 11, 12

*Prerequisite:*

- 3+ years of instrumental study
- An audition is required for those students with less than 3 years of study

The Wind and Percussion Ensemble, also referred to as the Edgewood High School Band, is a year-long course for instrumental musicians with intermediate and advanced performance skills. We will study a diverse variety of music and will perform in many different settings throughout the year. Lessons are offered for individual skill development and for the improvement of the ensemble.

### **Honors Concert Band/ Wind & Percussion Ensemble**

*Year Course (1 cr)*

Honors Band 5515Y

(10), 11, 12

*Prerequisite:*

- 5+ years of continuous instrumental music study
- An audition is required for those students with less than 5 years of study and all transfer students
- Demonstration of appropriate skills during the student's first two years of high school music study
- Consent of Instructor

This course is designed to offer a greater depth and understanding which may lead to an enhanced appreciation and enjoyment of music. In addition to the coursework required in Concert Band 5508Y, honors students will select a minimum of three (3) independent projects. These include: audition for the Wisconsin State Honors Band or Orchestra, application to the Badger Conference Honors Band or other approved community performance ensemble, Class A Solo at the district contest, rehearse and conduct an ensemble, music theory, or learn to play a new instrument.

### **Orchestra/String Ensemble**

*Year Course (1 cr)*

Orchestra 5521Y

9, 10, 11, 12

*Prerequisite:*

- 3+ years of instrumental study
- An audition is required for those students with less than 3 years of study

The String Ensemble, also referred to as the Edgewood High School Orchestra, is a year-long course for musicians who play strings with intermediate or advanced performance skills. We will study a diverse variety of music and will perform in many different settings throughout the year. Lessons are offered for individual skill development and for the improvement of the ensemble.

**Honors Orchestra/String Ensemble***Year Course (1 cr)**Prerequisite:*

- 5+ years of continuous instrumental music study
- An audition is required for those students with less than 5 years of study and all transfer students
- Demonstration of appropriate skills during the student's first two years of high school music study
- Consent of Instructor

This course is designed to offer a greater depth and understanding which may lead to an enhanced appreciation and enjoyment of music. In addition to the coursework required in Orchestra 5521Y, honors students will select a minimum of three (3) independent projects. These include: audition for the Wisconsin State Honors Orchestra, apply to the Badger Conference Honors Band or other approved community performance ensemble, Class A Solo at the district contest, rehearse and conduct an ensemble, music theory, or learn to play a new instrument.

Honors Orchestra 5525Y

(10), 11, 12

**Edgewood Chorus***Year Course (1 cr)*

Edgewood Chorus is a mixed choral performing ensemble open to all freshmen. The choir focuses on developing healthy singing techniques and building a core 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. Performances include quarterly concerts as well as in class.

Edgewood Chorus 5564Y

9

**Concert Choir***Year Course (1 cr)*

Concert Choir is a mixed choral performing ensemble open to sophomore, junior, and senior students. The choir focuses on developing healthy singing techniques and learning and performing a variety of choral literature. In addition to choir rehearsal times, students have required in-school lessons. Performances include quarterly concerts as well as in class. The ensemble may participate in out-of-school performances and music trips.

Concert Choir 5570Y

10, 11, 12

**Honors Concert Choir***Year Course (1 cr)**Prerequisite:*

- 2 years participation in Edgewood Chorus/Concert Choir
- Concurrent enrollment in Concert Band 5508Y
- Demonstration of appropriate skills during the student's first two years of high school choral study
- Consent of Instructor

This course is designed to offer a greater depth and understanding which may lead to an enhanced appreciation and enjoyment of music. In addition to the coursework required in Concert Choir 5570Y, honors students will select a minimum of three (3) independent projects. These include: audition for the Wisconsin State Honors Choir; apply to the Badger Conference Honors Choir or other approved community performance ensemble; Class A Solo at the district contest; study, rehearse and conduct an ensemble; play piano for a performance; or music theory.

Honors Choir 5575Y

(10), 11, 12

## **Beginning Piano**

*Year Course (1 cr)*

Beg Piano 5522Y

9, 10, 11, 12

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

## **Second Year Piano**

*Year Course (1 cr)*

2<sup>nd</sup> Yr Piano 5523Y

9, 10, 11, 12

*Prerequisite:*

- Beg Piano 5522Y
- 1-2 years of piano study

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

## **Intermediate Piano**

*Year Course (1 cr)*

Inter Piano 5524Y

9, 10, 11, 12

*Prerequisite:*

- Second Year Piano 5523Y
- 3-4 years of piano study

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

## **Advanced Piano**

*Year Course (1 cr)*

Adv Piano 5527Y

9, 10, 11, 12

*Prerequisite:*

- Intermediate Piano 5524Y
- 5+ years of piano study
- Completing at least two songs from Class B repertoire in the WSMA Solo/Ensemble Festival or approval of equal performance by instructor

Advanced Piano 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.

## **Visual Arts**

***When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left, and could say, "I used everything you gave me." – E. Bombeck***

## **Art Appreciation**

*Semester Course (0.5 cr)*

Art Apprec 1029S

9, 10, 11, 12

Art appreciation is a beginning level art course and general introduction to the visual arts, media, techniques, and history. The purpose of this class is to develop a better understanding and appreciation of art. Through lectures, visual presentations, formal art analyses and discussions you will begin to understand the place and value of visual art in society. Art Appreciation is geared to students at all levels, from all academic disciplines. Students need not have had any prior experience in art to succeed in this class, and there are no prerequisites for enrollment. There is NO art production in this course.

**Visual Arts Foundations***Semester Course (0.5 cr)*Visual Arts 1042S

9, 10, 11, 12

This course must be taken first before 2D Studio Art or 3D Studio Art. Students will investigate a wide range of media and techniques, from both a historical and contemporary perspective, as they engage in the art-making processes of creating two and three dimensional works, which may include drawing, painting, printmaking, mix-media, sculpture, and ceramics. Students are expected to participate in class critiques of their personal work as well as the work of their peers and master artists. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design.

**Digital Arts Foundations***Semester Course (0.5 cr)*Digital Arts 1041S

9, 10, 11, 12

This course must be taken first before Photography or Yearbook. This course offers a foundation in the fundamental skills of digital art. Students will learn the basics of animation, graphic design, and digital photography. Students are expected to participate in class critiques of their personal work as well as the work of their peers and master artists. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design.

**2D Studio Art***Semester Course (0.5 cr)*2D Studio Art II 1067S2D Studio Art III 1068S2D Studio Art IV 1069S*Prerequisite:*

9, 10, 11, 12

- Visual Arts Foundations or *either 2D or 3D Studio Art I prior to Fall 2022*

This class is for students who have successfully completed Visual Arts Foundations and want to more deeply explore drawing, painting, and printmaking techniques and mediums. Curriculum is tiered for individual student levels. This course builds on the foundational skills acquired in Visual Arts Foundations and has an emphasis on creating purposeful artwork that builds on conceptual thinking. Students are expected to participate in class critiques of their personal work as well as the work of their peers and master artists. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course may be repeated.

**3D Studio Art***Semester Course (0.5 cr)*3D Studio Art II 1077S3D Studio Art III 1078S3D Studio Art IV 1079S*Prerequisite:*

9, 10, 11, 12

- Visual Arts Foundations or *either 2D or 3D Studio Art I prior to Fall 2022*

This class is for students who have successfully completed Visual Arts Foundations and want to more deeply explore sculpture and ceramic techniques and mediums. Curriculum is tiered for individual student levels. This course builds on the foundational skills acquired in Visual Arts Foundations and has an emphasis on creating purposeful artwork that builds on conceptual thinking. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art. Students focus on the use of safety procedures for process, media, and techniques and will use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course may be repeated.

## **Photography**

*Semester Course (0.5 cr)*

Photography II 1032S

Photography III 1033S

Photography IV 1034S

*Prerequisite:*

- Digital Arts Foundations or *Photography I* prior to Fall 2022

This class is for students who successfully completed Digital Arts Foundations and want to more deeply explore Photography. Curriculum is tiered for individual student levels. This course will develop technical skills with a phone camera or DSLR camera. Students will learn how to compose, print an image for display, and evaluate a successful print and further develop photo manipulation skills. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. A photography darkroom is available for advanced level students. . This course may be repeated.

## **Yearbook Publishing**

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

Yearbook 8017S

10, 11, 12

*Prerequisite:*

- Digital Arts Foundations, Yearbook, Photography I, or Journalism

Students who register for this course will design the Edgewood High School yearbook - The Crusader. Students participate in all aspects of production; organization, layout, design, photography, proofing, digital production, copywriting, editing, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories and events. This course may be repeated.

## **Advanced Art**

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

Adv Art 1080Y

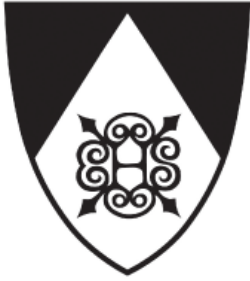
11, 12

*Prerequisite:*

- 3 semesters of any visual arts courses (*excluding Art Appreciation and Yearbook*)
- Instructor approval

This course is for students interested in individual portfolio development and/or AP Art and Design Portfolio exam. Curriculum is tiered for individual student levels. Students will be challenged to develop their own personal work, and students will develop mastery of concept, composition, and execution of their own personal ideas and themes. Students in this course may choose their medium including but not limited to drawing, painting, print-making, photography, mix-media, digital art, sculpture, ceramics, etc. Students are expected to participate in class critiques of their personal work as well as the work of their peers and master artists. Students will research important historical and contemporary artists and understand career options related to the visual arts. This course may be repeated.



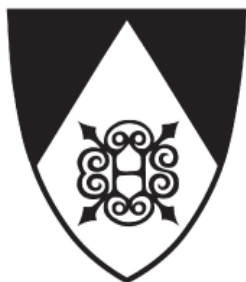


# CLASSICS HONORS

## **Classics Honors** *Year Course (1 cr)*

Classics Honors 8030Y  
9

This elective for freshmen affords students comprehensive exposure to the literature, history, art, philosophy, culture, and mythology of ancient Greece and Rome. The study of Classics, an inherently interdisciplinary subject, provides an excellent foundation for continued study in a variety of disciplines such as history, law, philosophy, comparative literature, etc. This course seeks to connect the classical world to the modern world, and explores how ancient ideas are relatable to the contemporary human experience. Students will learn to understand and appreciate how the legacy of the Greeks and Romans remains alive and influential today. As an honors course, emphasis will be placed on the following skills: critical and analytical thinking, reading, writing, speaking, creativity, and collaboration. Students will read Vergil's *Aeneid*, Homer's *Odyssey*, and more as time allows. The course is designed for motivated students whose reading and writing skills enable them to work at an accelerated pace and whose interest in literature, history, and mythology 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.

## **Public Speaking**

*Semester Course (0.5 cr)*

Public Speaking 2015S

9, 10, 11, 12

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**

*Semester Course (0.5 cr)*

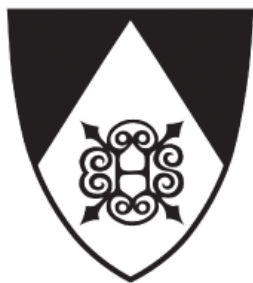
Adv Public Speaking 2017S

10, 11, 12

*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 demonstration 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.



# COMPUTER SCIENCE

## **Computer Science I**

*Semester Course (.5 cr)*

This course introduces students to the various aspects of computer science and fosters their creativity with innovative learning techniques, hands-on projects and logical problem solving. Topics include: program design and implementation, use and understanding of the Java programming language, data structures and the use of variables and algorithms in numerical data processing.

Comp Sci I 1515S

10, 11, 12

## **Computer Science II**

*Semester Course (1 cr)*

Prerequisite:

- Computer Science I

This course builds on the knowledge and skills gained in Computer Science I. Students will continue to expand their text based coding as well as create strategic processes to solve problems. They will work collaboratively to apply computational thinking practices to design and develop programs that address authentic needs in contemporary times.

Comp Sci II 1516S

10, 11, 12

## **AP Computer Science Principles**

*Year Course (1 cr)*

In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also learn how computing innovations and systems work and explore their potential impacts, and how they contribute to a computing culture that is collaborative and ethical. This course does not have a designated programming language, but instead strives to develop computational thinking and provide tools that foster creativity and excitement for computer science.

AP Comp Sci Princ 1570Y

10, 11, 12

## **AP Computer Science A**

*Semester Course (1 cr)*

Prerequisite:

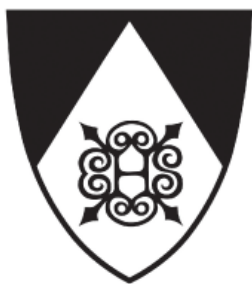
- Geometry or Geometry Honors
- Computer Science II

This course builds on the knowledge and skills gained in Computer Science I. Students will continue to expand their text based coding as well as create strategic processes to solve problems. They will work collaboratively to apply computational thinking practices to design and develop programs that address authentic needs in contemporary times.

**Note: Offered 2024-2025, not 2023-2024**

AP Comp Sci A S

11, 12



# EDGEWOOD COLLEGE COURSES

Edgewood High School partners with Edgewood College to provide college-level courses in the areas of Computer Programming and Business. Students who enroll in these classes should be aware of the following important information:

- Seats are limited according to contractual agreements between EHS and Edgewood College, and enrollment is not guaranteed.
- There is a course fee of **\$300.00** for each Edgewood College course.
- Courses are taught by Edgewood College instructors and will take place on the Edgewood College Campus, according to Edgewood College's schedule, policies, syllabi, and method of instruction. Students are still required to adhere to all of Edgewood High School attendance/academic policies.
- Depending on enrollment, EHS students may be in specific sections with their EHS peers only, or enrolled in sections with current Edgewood College students.
- These courses and their official grades will appear on Edgewood High School transcripts, as well as official Edgewood College transcripts. This college transcript functions independently from the EHS transcript, and will follow students after graduating from EHS and into their cumulative college transcript.
- Although these courses are introductory, they are **COLLEGE LEVEL COURSES**. The pace and expectations of these semester courses are *parallel to taking a full-year Advanced Placement course at EHS. Students will earn 1.0 credit on a 5.0 Honors scale.*
- Each college/university sets their own standards for accepting transfer credits. Please consult receiving institutions directly to understand how these courses may/may not transfer to your eventual post-secondary institution, as direct transfer credit is not guaranteed.

## **EC Business Communications**

*Semester Course (1 cr)*

This course focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes communicate more effectively in teams, master listening and non-verbal communication and be able to communicate interculturallly.

## **Bus Comm 1555S**

**11, 12**

**EC Business Law**Bus Law 1550S*Semester Course (1 cr)*

11, 12

This course introduces students to the court system, the legal process, contract formulation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provides students with (1) an understanding of how the law affects business operations; (2) an understanding of the principle of "stare decisis" and the ability to apply the rule of precedent to case studies; (3) skills to use current technology in completing a legal research project involving a current ethical issue; and (4) a thorough understanding of basic contract law principles.

**Note: Offered 2024-2025, not 2023-2024****EC Exploring Entrepreneurship**Exp Ent 1580S*Semester Course (1 cr)*

11, 12

Entrepreneurship is about bringing new ideas to life. In this course, students explore the characteristics and behaviors of entrepreneurs and will generate ideas for ventures and conduct extensive research to examine the financial viability and social sustainability of those ideas. Students will develop basic knowledge and skills in leadership and management, product development, marketing, accounting, and financial management. Students will gain a holistic and complex perspective of organizations, a deeper understanding of how different functional areas are connected, and an appreciation of the venture creation process.

**Note: Offered 2023-2024, not 2024-2025****EC Financial Accounting**Fin Acctg 1530S*Semester Course (1 cr)*

11, 12

This course explores the role of financial accounting in measuring and communicating business activities to external users primarily through financial statements. Information is measured through the application of the double entry system of accounting to financial transactions that impacts a company's resources and claims to those resources. Fundamental principles are explored as they relate to accounting systems, internal control, asset, liability and equity accounts. Ethics in decision-making and financial reporting will be analyzed. This course also includes an introduction to Intuit QuickBooks accounting software.

**EC Intro to Business**Intro Bus 1520S*Semester Course (1 cr)*

10, 11, 12

Conducting business embraces many disciplines. This course will explore several areas such as marketing, management, and entrepreneurship and how they all work together when engaging in socially responsible commerce.

**EC Jumpstart to Computing with Python**Python 1575S*Semester Course (1 cr)*

11, 12

Computing is a part of our everyday lives. This course aims to kick start your computing skills using Python, which is one of the most popular programming languages when it comes to Artificial Intelligence, Machine Learning, Data Analytics and many other scientific areas of data exploration. In this course, students of all disciplines learn the foundations of Python by drawing examples from diverse areas of computing including data processing, computer graphics, etc. and enjoy logical problem solving using simple, easily-described steps.

**EC Principles of Marketing**Market 1521S*Semester Course (1 cr)*

11, 12

An introduction to the different aspects of marketing. Using applications to illustrate the various theoretical concepts, the basic functions that marketing serves will be taught. Building skills will be emphasized at least as much as building knowledge. In addition to covering the course material, this class will challenge students to think critically, write better, and voice opinions persuasively and with confidence.



# 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 continue in the English honors program). In teaching literature, the department emphasizes moral 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 moral values.

## **English I**

*Year Course (1 cr)*

English I 3010S1/3010S2

9

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. Students receive comprehensive instruction in the development of the writing process through expository essay writing.

## **English II**

*Year Course (1 cr)*

English II 3020Y

10

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 analyzed. During the year, the course emphasizes writing. Students frequently write thorough, insightful, analytic responses and continue to practice writing clear, concise essays.

**English II Honors***Year Course (1 cr)**Prerequisites:*

- Consent of department

This course is designed for students who are willing and able to work at an accelerated pace. The course focuses on American and British Literature from the Anglo-Saxon period to the present, and includes all materials taught in English II with an additional major text per quarter. Writing, an essential part of this course, evolves from the literature read with emphasis on thorough, insightful analysis, and organization of clear, concise essays.

English II Honors 3068Y

10

**American Literature***Semester Course (0.5 cr)*Amer Literature 3032S

11

This course is a comprehensive survey of the drama, poetry, and fiction that reflects the diverse experiences and histories of people in America, beginning with the first settlers and ending in the late twentieth century. Students will further develop oral and written skills in interpretation and analysis of literature. Students will complete a formal research paper on a topic of their choice. The process will include generating ideas, using databases, evaluating quality sources, drafting, revising, etc.

**Advanced Placement English Language and Composition***Year Course (1 cr)**Prerequisites:*AP Eng Lang & Comp 3060Y

11

- Consent of department following an objective test and writing sample

Advanced Placement English Language and Composition is a college-level language and composition course. The course emphasizes the development of writing skills through synthesis essays, rhetorical analysis essays, argumentation essays, and a research project. Near the conclusion of this course, all students will take the AP exam in English Language and Composition. The test is administered by the College Board; a fee is assessed to cover the exam. Students who successfully complete this exam may be eligible to receive college credit. The list of required summer reading texts and writing assignments will be distributed in May. The grades for these assignments will be entered in August. Please also read the section entitled "Advanced Placement (AP) Courses."

**\*\* Note:** Students may not take both AP English Lang & Comp and Am Lit, due to overlap in course texts.

**American Multicultural Literature***Semester Course (0.5 cr)*Amer Multicultural Lit 3070S

11, 12

In American Multicultural Literature, students study contemporary literature written by African American, Asian American, Dominican American, Egyptian-Filipino American, Indian American, and Native American authors. 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, write character and theme analysis essays, and create a narrative or creative writing project.

**Creative Writing***Semester Course (0.5 cr)*Creative Writing 3077S

11, 12

In this course, students read short works from a variety of genres as inspiration for their own writing. When analyzing published works, students will examine how authors build plot structure and develop characters to advance themes in their work. Students will study form, grammar usage, tone, and imagery as they prepare to craft their own pieces. Over

the course of the semester, students will complete creative writing projects in a variety of genres: poetry, short stories, parodies, and either a novella or a graphic novel. Students will apply what they have learned through their examination of published works as they develop their own writing portfolio.

**Note: Offered 2024-2025, not 2023-2024**

### **Dystopia & Science Fiction**

*Semester Course (0.5 cr)*

**Dyst & Sci-Fi 3035S**

11, 12

Dystopia & Science Fiction is a semester-long elective English course that emphasizes the development of skills in literary analysis and writing. Emphasis will be on the study of novels and short stories that depict worlds linked to our own, or apart from our own, that both diverge from and connect to our reality. Through the study of human conflicts, or of conflicts with sentient beings, students will ask and answer the question: what does it mean to be human. Students will also study the development of the structure of the worlds in the text, considering how the genres of dystopia and science fiction question the impact of technological advancement. The course will include literary analysis, reflective writing, and multi-genre writing in response to course texts. Students will research issues dystopian lit uncovers, such as genetic experimentation, global warming, megalomania, authoritarianism, totalitarianism, etc. This research will be a component in students' writing projects.

### **Film & Analytical Writing**

*Semester Course (0.5 cr)*

**Film & Wrt 3046S**

11, 12

This class will introduce students to the history of film and the basic techniques and vocabulary required to analyze and appreciate a wide variety of film genres including silent films, westerns, African-American films, musicals, film noir, films based on works of literature and other genres as well. In their film analysis, students will write critically about the various movie genres using the techniques and vocabulary (montage, camera angle, method acting, blue screen, special effects, etc.) serious film critics have employed from the beginning of film history and also present video examples from the various film genres to visually support their analysis.

**Note: Offered 2024-2025, not 2023-2024**

### **Great Literature: Voices of Change**

*Semester Course (0.5 cr)*

**Great Literature 3037S**

11, 12

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. During the course, each student writes an argumentative essay, an expository essay, literary responses to articles, and each student creates a social action project.

**\*\* Note:** Students may not register to take both Great Literature and AP English Literature & Composition, due to overlap in course texts.

### **Modern Drama and Playwriting**

*Semester Course (0.5 cr)*

**Modern Drama 3045S**

11, 12

This course examines twenty-first century and late twentieth century American plays and playwrights. Students focus on thematic structure, style, production challenges, acting techniques, and artistic criticism. The course utilizes acting scenes, film interpretations of various productions, analysis of screenplay adaptations, and class discussions. During the course, each student writes an original play, in addition to analytical and reflective paragraphs and essays.

**Note: Offered 2023-2024, not 2024-2025**



**Modern Journalism: Research & Writing***Semester Course (0.5 cr)*Mod Journ: Research 3081S

11, 12

The writing and research skills taught in this course will prepare students for the challenges of professional writing. Students will review basic writing strategies and learn advanced composition skills and investigative research skills. Writing news articles, feature stories, restaurant reviews, travel stories, sports articles, and editorials will provide students with authentic writing experiences and real audiences. Students will publish work in their area of interest in on-line media, including blogs, vlogs, and podcasts. In addition, students will expand their research and writing skills by creating an in-depth investigative piece and designing their own website. Students choosing this course should be committed to becoming competent writers.

**Note: Offered 2023-2024, not 2024-2025****Advanced Placement English Literature and Composition***Year Course (1 cr)*AP Eng Lit & Comp 3061Y

12

*Prerequisites:*

- Consent of department following objective test and writing sample

Advanced Placement English Literature and Composition is a college-level literature and writing course. The course emphasizes the development of skills in critical reading and analysis of literature and in writing about literature and related ideas. Near the conclusion of this course, all students will take the AP exam in English Literature and Composition. The test is administered by the College Board; a fee is assessed to cover the exam. Students who successfully complete this exam may be eligible to receive college credit. The list of required summer reading texts and writing assignments will be distributed in May. The grades for these assignments will be entered in August. Please also read the section entitled "Advanced Placement (AP) Courses."

\* **Note:** Students may not take both AP English Lit & Comp **and** Great Lit, due to overlap in course texts.

**Introduction to Shakespeare  
- Dual Enrollment (UWW English 280)***Year Course (1 cr)*Shakespeare DE 3062Y

12

*Prerequisites:*

- Consent of department following writing sample

In this course, students will read and analyze tragedy, history, and comedy plays, as well as Shakespearean sonnets. Students taking the course should have an interest in researching and discussing politics, history, gender, ethics, identity, and more as they study Shakespeare's work. Students will read scholarly criticism in addition to plays and sonnets and will write analytical essays during each unit of study. The course will make use of film and live theater when possible, and students will regularly act out scenes as part of class discussion.

**\*\* Upon successful completion of this course students will earn one (1) Edgewood High School credit and three (3) UW-Whitewater credits.**



# LANGUAGES

All of the offerings in the Languages Department are electives, chosen by students who express an interest in listening to, speaking, reading, and 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, or 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 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. 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 I**

*Year Course (1 cr)*

Spanish I 3511Y

9, 10, 11, 12

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 basic vocabulary, 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 predominantly in the target language.

### **Spanish II**

*Year Course (1 cr)*

Spanish II 3512Y

9, 10, 11, 12

*Prerequisite:*

- 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**

*Year Course (1 cr)*

Spanish III 3513Y

9, 10, 11, 12

*Prerequisite:*

- Freshmen & Transfers: Successful completion of the placement test
- OR successful completion of Spanish II 3512Y at EHS

Spanish III is an intermediate level course which further explores the topics introduced in Spanish I and Spanish II in greater depth. The course is taught in Spanish, and an emphasis is placed on communication in the target language through all four skill areas: speaking, listening, reading and writing.

### **Spanish IV**

*Year Course (1 cr)*

Spanish IV 3514Y

9, 10, 11, 12

*Prerequisite:*

- Freshmen & Transfers: Successful completion of the placement test
- OR successful completion of Spanish III 3513Y at EHS

Spanish IV consists of an intensive study of advanced grammar and culture. Students give presentations in the target language and analyze short stories, poems and other selected literary texts. Lectures and discussions are entirely in Spanish. 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

*Year Course (1 cr)*

10, 11, 12

*Prerequisite:*

- “B” average in Spanish IV
- 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

*Year Course (1 cr)*

9, 10, 11, 12

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 Classics 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

*Year Course (1 cr)*

9, 10, 11, 12

*Prerequisite:*

- 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

Year Course (1 cr)

Latin III 3523Y

9, 10, 11, 12

Prerequisite:

- 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 IV

Year Course (1 cr)

Latin IV 3524Y

9, 10, 11, 12

Prerequisite:

- 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 Latin

Year Course (1 cr)

AP Latin 3525Y

11, 12

Prerequisite:

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

The course focuses on Vergil's Aeneid and Caesar's De Bello Gallico. 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 Caesar's prose and Vergil's 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."



# 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 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.

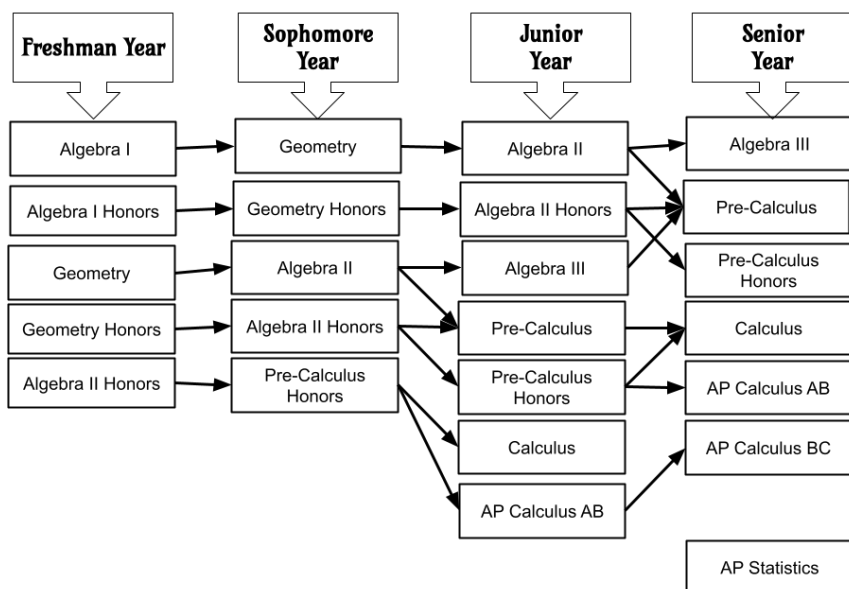
Proper placement is essential for success. Current students will discuss 2023-2024 course placements with their current mathematics teacher. Incoming freshmen will be placed based on assessment test results, previous math performance, and 8<sup>th</sup> grade teacher recommendations. Transfer students will be placed based on assessment test results.

All students seeking entry into the mathematics program at a level higher than Algebra I or Algebra I Honors, must take a proficiency exam. The exam is required of students entering Edgewood in the fall and any student who transfers into Edgewood during the school year. The exam will be given the first week of May. If prospective students do not take the exam at that time, they will receive information on testing from the Director of Admissions or Mathematics Department Chairperson. A final decision for placement will be based on the exam 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.

**\*Note: For all Mathematics courses, a Texas Instrument TI-83+ or TI-84 graphing calculator is required.**

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 the Mathematics Department.



## Algebra I

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. The math department will determine placement in this course based on assessment test scores, previous math performance, and 8th grade teacher recommendation.

Algebra I 5015Y

9

## Algebra I Honors

Year Course (1 cr)

Prerequisites:

- Recommendation from 8th grade math teacher

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. The math department will determine placement in this course based on assessment test scores, previous math performance, and 8th grade teacher recommendation.

Alg I Honors 5021Y

9

## **Geometry**

*Year Course (1 cr)*

Geometry 5035Y

10

*Prerequisite:*

- Algebra I 5015Y or Algebra I Honors 5021Y
- Transfers: Proof of credit in Algebra I
- 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 Honors**

*Year Course (1 cr)*

Geo Honors 5040Y

9, 10

*Prerequisite:*

- Grade of C or higher for both semesters of Algebra I Honors 5021Y
- Freshmen & Transfers: Successful completion of the Algebra I Proficiency Exam
- Algebra I 5015Y with 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 8<sup>th</sup> grade, who score high on assessment tests, and who are recommended by their 8<sup>th</sup> grade teacher. In addition, freshmen are required to take the Edgewood High School Algebra I Proficiency Test.

## **Algebra II**

*Year Course (1 cr)*

Algebra II 5022Y

11, 12

*Prerequisite:*

- Geometry 5035Y or Geometry Honors 5040Y
- Transfers: Proof of credit in Algebra I and Geometry
- 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, rational functions and trigonometry. This course is designed to connect with Algebra III.

## **Algebra II Honors**

*Year Course (1 cr)*

Alg II Honors 5025Y

9, 10, 11

*Prerequisites:*

- Grade of C or higher for both semesters of Geometry Honors 5040Y
- Freshmen & Transfers: Successful completion of the Geometry Proficiency Exam
- Geometry 5035Y with consent of department

This is an accelerated section of Algebra II 5022Y. It primarily differs from the regular section in the depth and rigor in which the aforementioned topics are covered. Additional concepts will include advanced trigonometry. Students in this course will be preparing for Pre-Calculus Honors 5080Y.



### **Algebra III**

*Year Course (1 cr)*

*Prerequisites:*

- Algebra II 5022Y
- 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, transformations, conic sections, sequences and series, and probability.

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. This course is not open to students who have successfully completed Algebra II Honors 5025Y.

### **Pre-Calculus**

*Year Course (1 cr)*

*Prerequisites:*

- Algebra II Honors 5025Y
- Algebra II 5022Y with consent of department
- Transfers: Successful completion of the Algebra II Proficiency Exam
- 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, pre-calculus, 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.

### **Pre-Calculus Honors**

*Year Course (1 cr)*

*Prerequisites:*

- Grade of C or higher for both semesters of Algebra II Honors 5025Y
- Freshmen & Transfers: Successful completion of the Algebra II Proficiency Exam
- 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 sequences and series will further prepare students for calculus and other higher-level mathematics. Students will 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.

### Algebra III 5030Y

11, 12

### Pre-Calc 5072Y

11, 12

### Pre-Calc Honors 5080Y

9, 10, 11, 12

## Calculus

Year Course (1 cr)

Calculus 5050Y

11, 12

Prerequisites:

- Pre-Calculus 5072Y
- Pre-Calculus Honors 5080Y

This course strengthens students' understanding of functions in preparation for the process of differentiation and integration. Calculus concepts explored include limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Emphasis is placed on the exploration of real-world calculus applications. Technology will be used on a regular basis. Students in this class will **not** be fully prepared for the AP Calculus exam in May.

## Advanced Placement Calculus AB

Year Course (1 cr)

AP Calculus AB 5051Y

10, 11, 12

Prerequisites:

- Pre-Calculus Honors 5080Y
- Concurrent enrollment in AP Physics or AP Chemistry is strongly recommended
- 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](http://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. Also, technology will be employed on a regular basis. 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

Year Course (1 cr)

AP Calculus BC 5052Y

10, 11, 12

Prerequisites:

- 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](http://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. Students are required to take the Calculus BC exam given in May. Please also read "Advanced Placement (AP) Courses."

**Advanced Placement Statistics***Year Course (1 cr)*AP Statistics 5055Y

11, 12

*Prerequisite:*

- Algebra II-A 5024Y
- Concurrent enrollment in College Algebra for Seniors 5072Y
- 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](http://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."

*Note: Some colleges do not include Statistics as a Math credit.*



# PHYSICAL EDUCATION

**“Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong.”**

*- John F. Kennedy*

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 these vital functions, in turn, are related to and directly improved by, vigorous physical activity. The Edgewood High School Physical Education program is designed to promote a curriculum that will enhance students' physical, mental, emotional, and social development. Ultimately we want students to enjoy and continue to pursue all types of physical activities throughout their lifetime.

**\*\* Please Note: Class of 2024 is required to have 2.0 credits of PE to meet graduation requirements**

## **Foundational Fitness & Athletic Development**

*Semester Course (0.5 cr)*

Found Fitness 6010S

9

The primary focus will be on physical fitness as it applies to lifelong fitness habits, as well as athletic enhancement. The secondary focus will be on introducing various game concepts in several team and individual activities. In both cases, the students will be challenged physically, cognitively, and socially through a variety of activities.

## **Health Education**

*Semester Course (0.5 cr)*

Health Ed 6030S

10

This course is designed to assist students in obtaining accurate information about various health topics, developing lifelong positive attitudes and behaviors while making wise decisions related to their personal health and wellness. Central themes are the acceptance of personal responsibility for lifelong health; respect for, and promotion of, the health of themselves and others; an understanding of healthy relationships, and informed use of health-related information, products, and services. In addition, self-assessment, goal setting and reflection are constants within this curriculum. Topics will include: personal and community health/wellness; mental, emotional, and social health; alcohol, tobacco, and other drugs; addictions, relationships, reproductive health, abstinence and sexually transmitted disease.

**Athletic Training I***Semester Course (0.5 cr)***Athletic Training 6046S**

10, 11, 12

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, tapings & wrappings, assessment and evaluation protocol, basic treatment, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community.

**Athletic Training II***Semester Course (0.5 cr)***Athletic Training II 6066S**

11, 12

Prerequisite:

- Athletic Training I 6046S

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 the skills and knowledge needed in the recognition and evaluation of all types of injuries and illnesses in athletes and active populations. Emphasis is on completely understanding assessments.

**Fitness & Wellness for Life***Semester Course (0.5 cr)***Fit & Well 6040S**

10, 11, 12

This course explores the relationship between physical activity, fitness and wellness. It will enable students to obtain the knowledge and skills necessary to develop and maintain a health enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. It will dive into the body's physiological response and adaptations to exercise as well as the principles of training needed to design safe exercise programs. The course is designed to cover a variety of fitness options for students to participate in. General categories will encompass: Movement Activities (Yoga, Pilates, Tai Chi, Mindful Meditation, and Dance), Group Exercise (Step Aerobics, TRX, CrossFit, PIYO, Zumba, Spinning, Resistance Band work), Strength Training (traditional), Stability Ball, Agility/Plyometrics and Body Maintenance. In addition, this class will work on implementing healthy habits in the areas of nutrition, weight management, sleep and stress management. The end goal is for each student to create and follow their own fitness and wellness plan.

**Lifeguarding***Semester Course (0.5 cr)***Lifeguarding 6075S**

10, 11, 12

Prerequisites:

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

The course will provide 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 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. Certification takes place in the spring through the American Red Cross. Course fee is \$50.00.

## **Recreational Activities**

*Semester Course (0.5 cr)*

Rec Activities I 6035S

Rec Activities II 6036S

10, 11, 12

This course is offered to students wishing to participate in, and gain a better understanding of, lifetime activities such as golf, archery, pickleball, sepak takraw, ultimate frisbee, indoor and outdoor leisure games, personal safety and self-defense, cricket, frisbee golf, individual fitness, badminton, climbing, and ice skating, among others. Students can expect to learn what equipment is needed, etiquette, strategies, rules, how to officiate and fundamental skills. Students may be required to go to an off campus site to get a more accurate experience of the activity (ie: hitting golf balls at the driving range, frisbee golf course, Boulders-rock climbing, etc.), which may entail an additional fee.

## **Sports Psychology and Athletic Careers**

*Semester Course (0.5 cr)*

Sports Psych & Careers 6089S

11, 12

This course has two elements to it: the first is the sports psychology aspect and the second is careers in athletics. Regarding sports psychology, the course content will be a road map to achieve two goals: (a) a better understanding of sport and exercise psychology and (b) knowledge of how to apply sports psychology in exercise settings. Topics that will be covered are Personality and Sport, Motivation, Arousal/Stress/Anxiety, Feedback/Reinforcement/Intrinsic Motivation, Team Dynamics & Cohesion, Leadership, Communication, Intro to PST, Arousal Regulation, Imagery, Self-confidence, Goal Setting, Concentration, Burnout/ Overtraining, Character Development. Regarding careers in athletics, this portion of the class will examine various opportunities that are available to those possibly interested in having jobs working directly or indirectly in athletics. Guest speakers will be used for this portion of the class.

## **Team Sports**

*Semester Course (0.5 cr)*

Team Sports I 6055S

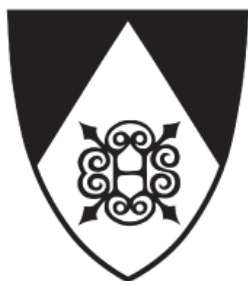
Team Sports II 6056S

10, 11, 12

Each semester the students and instructor will choose which 5-6 sports will make up the emphasis for the semester. The sports options are the following: Team handball, soccer, basketball volleyball, hockey, lacrosse, baseball, ultimate frisbee, softball, football, and volleyball. Instruction will focus on understanding and then executing team concepts, skills, and strategies. In addition, students will learn how to officiate the sports that will be emphasized that semester with the end goal being certification if they choose.

## **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 semester. When students have a medical excuse that covers less than the majority of a semester, each student's case is handled individually. Coursework will need to be made up in a timely fashion prior to receiving a grade/credit.



# RELIGIOUS STUDIES

The Religious Studies Department occupies a unique place at Edgewood High School. While integral to the program of study, its subject matter transcends a single department and links our school not only with the broader Catholic-Christian community, but also with a truly universal community of people of diverse backgrounds. In the tradition of the Dominican Sisters of Sinsinawa 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.

## **Survey of Religious Studies**

Survey Rel Studies 6512Y

*Year Course (1 cr)*

9

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, moral principles, and sacraments. The course will help students examine the influences of religion in their lives and challenges them in their individual faith development.

## **Literature and History of the Hebrew Scriptures**

Lit & Hist Hebrew Script 6516S

*Semester Course (0.5 cr)*

10

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.

## **Literature and History of Christian Scriptures**

Lit & Hist Christian Script 6522S

*Semester Course (0.5 cr)*

10

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. Gospels, Letters and writings will be examined.

## **Moral Philosophy & Christian Ethics**

*Semester Course (0.5 cr)*

Moral Philosophy 6526S

11

Today, Catholic Moral Theologians highlight the significance of character development for making moral decisions. 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 that question, centering on Jesus as the model of full humanness. The Cardinal and Theological Virtues will be discussed in light of Catholic Moral Teaching and compared and contrasted with major philosophical theories of moral conduct to provide a framework for class discussion, coursework, and individual and communal responses within the context of a moral decision-making process.

## **Peace and Justice Studies**

*Semester Course (0.5 cr)*

Peace and Justice 6530S

11, 12

This course will provide students with an opportunity to explore the meaning of peace and justice and to discuss related issues as they occur within society. It will emphasize such issues within light of Catholic Social Teaching and the Sinsinawa Dominican Values as well as students' personal insights, questions, and experiences.

## **Church History**

*Semester Course (0.5 cr)*

Church History 6585S

11, 12

For over two thousand years, the Church has been a world-shaping force. In a seminar style, the class will examine the many ways the Church has affected world history. Using original documents, maps, and experiences, the students will examine the figures who have played a role in Church history, its interactions, and its literary foundation.

## **Comparative World Religions**

*Semester Course (0.5 cr)*

World Rel in Amer 6566S

11, 12

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.

## **Peer Ministry**

*Semester Course (0.5 cr)*

Peer Ministry 6547S

11, 12

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.



**Prayer & Spirituality in Ancient & Modern Culture** Prayer/Spirit 6550S*Semester Course (0.5 cr)*

11, 12

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 a blend of teaching, discussion, and experiential exercises and includes regular small-group experience in which group members engage spiritual practice and reflection together. Students will sample contemplative/centering prayer, meditation, journaling, holy listening, creativity, the labyrinth, and other practices. Course content includes a survey of the history and development of spiritual practices in religious tradition and highlights engaged practice as a primary means of shaping and living out one's spirituality. Roles of rituals and symbols, sacraments of initiation, sacraments of healing, sacraments of vocation, will be addressed.

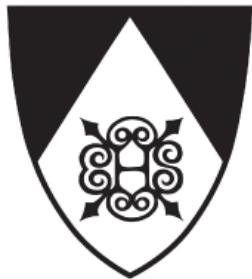
**Peer Ministry Assistantship**Peer Mnstry Asstntshp 6546S*Semester Course (0.5 cr)*

12

*Prerequisites:*

- Peer Ministry 6545S
- Consent of Instructor

This course is open to any senior who has already taken Peer Ministry 6547S 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. This course will appear on the student's transcript as CR/NC. This course will not satisfy the EHS religion requirement, or count towards overall graduation requirements/minimum 7 credit per year requirement. Students must get approval from the Peer Ministry instructor prior to registering for the course.



# 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.

**NOTE:** In addition to the required courses during freshman and sophomore years, students may enroll concurrently in other science courses. Please see individual course descriptions for these options. Enrollment into courses is contingent upon available space and schedule compatibility.

**SUMMER COURSES:** Please note that *Environmental Field Education* and *Adv. Environmental Field Education* are summer courses and have their own course selection process.

## **Biology**

*Year Course (1 cr)*

Biology 7028S1/7028S2

9

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.

**Advanced Placement Biology***Year Course (1 cr)**Prerequisites:*

- Biology
- Completion of, or concurrent enrollment in Chemistry or Chemistry Honors
- 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, the human nervous system, ecology, and evolution. Extra time outside of class will be required in order to complete lab activities, homework assignments, and review essential concepts. Please also read "Advanced Placement (AP) Courses."

AP Biology 7020Y

10, 11, 12

**Chemistry***Year Course (1 cr)*

Basic chemical principles, models, and methods of problem solving are introduced in this course. 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.

Chemistry 7048Y

10

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

- Algebra I Honors

This is a higher level high school chemistry course, preparing 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 oxidation-reduction chemistry. 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.

Chemistry Honors 7050Y

9, 10

**\*\* NOTE:** Those students interested in AP Chemistry must enroll in Chemistry Honors.

**Advanced Placement Chemistry***Year Course (1 cr)*AP Chemistry 7094Y

10, 11, 12

*Prerequisites:*

- Chemistry Honors 7050Y (but not Chemistry 7048Y)
- Algebra II Honors 5025Y
- 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. One of the goals of the Advanced Placement program is to emulate the rigor of a typical college-level course. To that end, 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."

**Physics***Year Course (1 cr)*Physics 7055Y

9, 10, 11, 12

*Prerequisites:*

- Geometry or Geometry Honors

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 objects behave, and how planets move. In the second semester, students investigate collisions, how springs work, waves, and light. Students need a solid foundation in Algebra and some Geometry for this course.

**Physics Honors***Year Course (1 cr)*Physics Honors 7057Y

10, 11, 12

*Prerequisites:*

- Algebra II or Algebra II Honors

Students in this course will discuss and explore the motion of objects around us, the motion of objects due to gravity, how forces change the motion of objects, and forces that act to keep something stable. In the second semester, the course focuses on the many different ways the universe can store energy, collisions between objects, waves, sound, and springs. 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 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.

**Advanced Placement Physics C: Mechanics**AP Physics C 7069Y*Year Course (1 cr)*

11, 12

*Prerequisites:*

- Physics Honors 7057Y
- Concurrent enrollment in AP Calculus AB or higher
- Consent of department

Students in this course will expand upon ideas developed in Physics Honors using the mathematics of calculus. This course is designed to be equivalent to the first semester of a college physics course. A calculus-based course allows for a better understanding of the equations used in Physics Honors. Students will also be able to study new topics in greater depth. For all concepts, students will practice how to communicate information verbally, visually, and mathematically. Students are required to take the *AP Physics C: Mechanics* exam given in May.

**Physics of Light & Electromagnetism - Dual Enrollment (EC PHYS 131)***Year Course (1 cr)*Physics DE 7058Y*Prerequisites:*

11, 12

- Physics 7055Y or Physics Honors 7057Y

This course includes principles of electricity, magnetism, optics and modern physics. Emphasis is placed on applications in the real world (including biological and environmental applications). Students follow a guided inquiry approach to build on concepts learned through hands-on activities involving exploration, modeling, and calculations.

**\*\* Upon successful completion of this course students will earn one (1) Edgewood High School credit and four (4) Edgewood College credits.**

**Astronomy**Astronomy 7078S*Semester Course (0.5 cr)*

9, 10, 11, 12

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. Students will take 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 Science**Earth Science 7050S*Semester Course (0.5 cr)*

9, 10, 11, 12

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 Science**AP Environ Science 7082Y

Year Course (1 cr)

10, 11, 12

Prerequisites:

- Completion of, or concurrent enrollment in Chemistry or Chemistry Honors
- One year of Algebra
- 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, and to seek out solutions to environmental problems. Utilizing previous experiences in chemistry, biology, and physical science students will classify, analyze, and evaluate 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."

**Human Anatomy and Physiology**Human Anat & Phys 7068Y

Year Course (1 cr)

10, 11, 12

How do bones grow and mend? How do muscles produce movement? How does blood flow through the heart and out to the body? These and many other questions about the structure and functions of the human body will be answered in this course. Some of the major body systems 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, nervous and other systems. This is an excellent course to prepare for a career in the health or medical fields.

**Forensic Science**Forensic Science 7075S

Semester Course (0.5 cr)

11, 12

Forensics is a field of science dedicated to the methodical gathering, interpretation and analysis of evidence to establish facts that can be presented in a legal proceeding. In criminal law, forensics can help prove the guilt or innocence of the defendant. In civil actions, forensics can help resolve a broad spectrum of legal issues through the identification, analysis and evaluation of physical evidence. Forensic science draws upon a variety of scientific principles, including biology, physics, chemistry and anatomy. Topics of study will include, but are not limited to: evidence collection techniques, fingerprinting, toxicology, DNA fingerprinting and analysis, and forensic chemistry.

**Environmental Field Education**Environ Field Ed 7094C

Summer School (0.5 cr)

10, 11, 12

Prerequisites:

- Accepted Application

**NOTE:** Sign-up will happen during the second semester of the school year. Do not select this on your course contract during Course Registration for 2023-2024.

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. Most of the time (~ nine hours per day) is spent in the field conducting scientific research on the 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 possibly be out in the field for most of the day.

**Advanced Environmental Field Education***Summer School (0.5 cr)**Prerequisites:*

- Environ Field Ed 7094C
- Accepted application

Adv Environ Field Ed 7095C

11, 12

**NOTE:** Sign-up will happen during the second semester of the school year. Do not select this on your course contract during Course Registration for 2023-2024.

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 the 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 possibly be out in the field for most of the day.



# SOCIAL STUDIES

The Social Studies Department prepares students to understand and appreciate the history and heritage of diverse cultures. Our overarching goal is to empower students to grow their knowledge of history, become critical thinkers, be civically minded, and develop their own voice all in pursuit of taking an active and curious role in their world. The course progression of the department guides students to introspectively explore and become well-grounded in their own cultures and identities. Students are provided with many opportunities to develop a wide variety of skills such as evidence-based writing, critical thinking, text and data analysis, and inquiry-based discussion 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**

*Year Course (1 cr)*

US History 7510S1/7510S2

9

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, analyzing source material, expository writing, debating, and researching are emphasized.

## **World History**

*Year Course (1 cr)*

World History 7518Y

10

Through a thematic approach to history, students will trace the rise of democratic ideas, power, revolution, and progress in pursuit of understanding how these themes lead to the clash of ideas, race and culture, conflict and peace, and social responsibility. Students will come to a historical understanding of how one's actions affect the lives of others in the present and in the future so that they will live socially responsible lives. Throughout this course, students will hone rigorous communication skills through journaling, quick responses, classroom discussions, and academic writing.



**Advanced Placement World History: Modern**AP World: Modern 7515Y*Year Course (1 cr)*

10, 11, 12

*Prerequisites:*

- Consent of department

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**Advanced Placement European History**AP Euro History 7555Y*Year Course (1 cr)*

11, 12

*Prerequisites:*

- Consent of department

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; technological and scientific innovation.

**Advanced Placement Psychology**AP Psychology 7535Y*Year Course (1 cr)*

11, 12

*Prerequisites:*

- Consent of department

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**Advanced Placement United States Government and Politics**AP Gov't 7560Y*Year Course (1 cr)*

11, 12

*Prerequisites:*

- Consent of department

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

## **Advanced Placement United States History**

*Year Course (1 cr)*

*Prerequisites:*

- Consent of department

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP US History 7550Y

11, 12

## **American Political Systems**

*Semester Course (0.5 cr)*

American Political Systems (APS) examines the American political structure at the national, state and local levels. Emphasis is given to more relevant and practical issues surrounding the 2024 Presidential Election. Potential topics include 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, your personal political identity and the emerging importance of the youth vote in today's electoral process. This is a discussion based course, with an emphasis on staying informed and getting involved in the political process. The main focus of the course will be examining the issues & the candidates of the 2024 election, including the elections for President, U.S. Senator from Wisconsin, Wisconsin's Second Congressional District, and select congressional elections from around the nation. Students will complete a project covering the 2022 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.

**Note: Offered Fall 2024, NOT Fall 2023**

Amer Political Syst 7568S

11, 12

## **Economic Principles**

*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 primary focus is the United States economy. Topics students will study include: supply and demand, government involvement in the economy, the national debt, taxes, 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 and compete with students from high schools around the state for a prize.

Econ Principles 7588S

11, 12

## **Geography**

*Semester Course (0.5 cr)*

The human and physical world helps students make connections between geography, people, and the world in which we live. We will explore issues related to geography including labor migration, energy resources, indigenous rights, and the socio-economic status of women. Through visuals, maps, videos, and other resources students will interact with a wide variety of information to cultivate strong reading and writing skills as well as critical thinking and analysis skills.

Geography 7570S

11, 12

**Global Issues***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 may include; exploring your own global linkages, examining opportunities to work/volunteer/study abroad, practicing the art of crossing cultures, plus following fast breaking 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 modern history of the Middle East and the relation to U.S. involvement in Afghanistan, plus investigating the use of 'child soldiers' in selected conflicts around the world.

**Global Issues 7578S**

11, 12

**Modern America: 1990 - Present***Semester Course (0.5 cr)*

This course will explore major developments in Modern American History following the fall of the Soviet Union. We will explore the complex geo-political dynamics of interactions between the United States and the international community. Through primary/secondary source analysis and discussion the students will gain a greater understanding of the societal factors that have shaped American culture. Main topics of study will be globalization, international war on terror, political movements and societal shifts in the 21st century.

**Modern Amer 7559S**

11, 12