Curriculum Guide
2020-2021
January 2020

Dear EHS Students and Parents/Guardians:

We are looking forward to the coming school year at Edgewood High School of the Sacred Heart. Our Sinsinawa values inspire us to support students’ minds-on, spirits-on learning for their lives, wherever their paths may lead. We are proud of our far-reaching and challenging curriculum. Our faculty is committed to fostering each child’s education within an enthusiastic community of learners.

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. When selecting your courses, we encourage you to be mindful that 21st-century universities, colleges, and employers value problem solving, critical thinking, and collaboration with diverse people over fact recall. As a faculty, we are working to implement a power standard that values curiosity over compliance in service of those goals.

The 2020-2021 Curriculum Guide is provided as a reference so you can confidently select courses and also ask clarifying questions. 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,

[Signature]

Beth Steffen
Principal
EDGEOOD 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.

EDGEOOD 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.

EDGEOOD HIGH SCHOOL POWER 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

EDGEOOD 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 Requirements

I. Credit Requirements for Graduation

Edgewood High School requires 28 credits for graduation:

- English – 4 credits (1 credit of English is required each year as an EHS student.)
- Religious Studies – 4 credits (1 credit of Religious Studies is required each year as an EHS student.)
- Science – 3 credits
- Social Studies – 3 credits
- Physical Education – 3 credits (Physical Education I is required Freshman year. Health Education is required Sophomore year.)
- Mathematics – 3 credits
- Arts – 1 credit (To include Drama, Music, or Visual – You may choose which years you would like to fulfill your requirement.)
- Public Speaking – 0.5 credit (You may choose which year you would like to fulfill your requirement.)
- Electives – 6.5 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. Retreats

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

III. Service Hours

Student yearly service hour requirements are as follows:

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

Of the 100 total Service Hours required for graduation, students must have at least 75 Community Service Hours outside of Edgewood High School, to graduate. See Campus Ministry - Service for more info.
IV. College Admissions Examinations  
All students must complete an official ACT exam.

V. 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' Social Studies Department. Special arrangements will be made for transfer students according to individual circumstances.

VI. Special arrangements will be made for transfer students according to individual circumstances.

MAXIMUM CREDIT LIMIT  
Students are allowed to register for more than the minimum number of credits, but may not take more than 8 credits per year. Students seeking more than 8 credits must receive counselor approval. Please understand that students who take additional classes/credits may end up with class schedules that yield little or no free time for study, meeting with teachers, etc. Due to the logistical difficulties of creating conflict-free schedules that exceed the minimum credit load, we cannot guarantee that students who register for a heavy load of classes will receive a schedule that includes all 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 or less credits may not participate in graduation activities.

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

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

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

TRANSCRIPTS  
Information Included  
A transcript is a record of a student’s course work throughout his/her enrollment in high school. Included on all transcripts are the student’s birth 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, completion status of civics exam, as well as the student’s service hours. The transcript displays all courses taken by the student at Edgewood High School, along with the grade and credit earned for each class. This information is displayed by semester. Class Rank is not provided.
# Four-Year Planning Guide

**Freshman Year:** Minimum Credits - 7.0; Maximum - 8.0

<table>
<thead>
<tr>
<th>Required:</th>
<th>Credits</th>
<th>Electives:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 - FIT</td>
<td>1</td>
<td>Arts</td>
<td>1</td>
</tr>
<tr>
<td>Biology - FIT</td>
<td>1</td>
<td>Public Speaking</td>
<td>.5</td>
</tr>
<tr>
<td>US History - FIT</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Religion</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education I</td>
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<td></td>
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</table>

Total Credits: __________

**Sophomore Year:** Minimum Credits - 7.0; Maximum - 8.0

<table>
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<th>Electives:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English II or English II Honors</td>
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<td>Arts</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry or Chemistry Honors</td>
<td>1</td>
<td>Physical Education</td>
<td>.5 or 1</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td>Public Speaking</td>
<td>.5</td>
</tr>
<tr>
<td>Christian and Hebrew Scriptures</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>.5</td>
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Total Credits: __________

**Junior Year:** Minimum Credits - 7.0; Maximum - 8.0

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<tr>
<td>American Literature or American</td>
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<td>Arts</td>
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<tr>
<td>Literature Honors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>.5 or 1</td>
<td>Physical Education</td>
<td>.5 or 1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>.5 or 1</td>
<td>Public Speaking</td>
<td>.5</td>
</tr>
<tr>
<td>Morality</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td>.5</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td></td>
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</tr>
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</table>

Total Credits: __________

**Senior Year:** Minimum Credits - 7.0; Maximum - 8.0

<table>
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<th>Electives:</th>
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<td>Arts</td>
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<td>English</td>
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<td>Mathematics</td>
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<tr>
<td>Religious Studies</td>
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<td>Physical Education</td>
<td>.5 or 1</td>
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<td>Religious Studies</td>
<td>.5</td>
<td>Public Speaking</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>.5 or 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies</td>
<td>.5 or 1</td>
</tr>
</tbody>
</table>

Total Credits: __________
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 Contract, 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 Contracts are submitted are restricted for several reasons:

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

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, unless extenuating circumstances exist. In such instances, school counselors will refer the case to the Principal, who will make the final decision.

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

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

**ADDING & DROPPING COURSES**

*Adding courses:* If the above circumstances apply, all prerequisites have been met, and teacher approval has been granted, a student will be allowed to add a course within the **FIRST CYCLE (6 school days)** of the semester. Courses can only be added into existing open mods within a student’s schedule; current 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 CYCLES (12 school days)** of the semester, pending completion of the 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 cycles (12 school days) 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”.

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**PLANNING**
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, Biology, and Group Guidance. An annual FIT Field Trip fee is assessed.

ADVANCED PLACEMENT (AP) COURSES
In 2020-2021, Edgewood will offer AP English Literature & Composition, AP French, 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, and AP US History. The following standards and criteria apply to all AP courses:

- Interested students must complete the entire AP Application and Enrollment procedures and adhere to the procedural requirements.
- Enrollment in AP classes is always contingent upon departmental approval. A meeting with and a signature from your counselor is mandatory for enrolling in any AP class.
- Once a student has enrolled in an AP course, he/she may NOT drop the course.
- AP courses meet six mods per cycle.
- There is an AP course fee of $400.00 for each AP course.
- Near the conclusion of the course, all students must take the appropriate AP Examination administered by the 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.
**Grading Scales**

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

**Transfer Students**

Students who transfer to Edgewood High School are expected to take same credit requirements for graduation, when possible. At minimum, Wisconsin state mandated graduation requirements must be met in order to receive a high school diploma. 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 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 respective department’s curriculum.

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

**Non-EHS Courses**

**Policy**

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

**College Courses**

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

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

As there is an independent application process for both UW Madison and Edgewood College, students must contact their counselor to express interest in taking a class by February 1 (if seeking to take a fall course in that calendar year,) or October 1 (if seeking to take a spring course the following calendar year.) Students who attend college courses for high school credit must be accepted, register at the college or university, and pay all fees as required by the institution. Families will be billed by and make payments directly to the college. Edgewood High School will not provide tuition reduction or reimbursement for classes taken outside of EHS.
**Summer School**

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

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

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

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

**Study Abroad**

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

**Driver’s Education with CESA #2**

CESA #2 hosts a Driver’s Education course. The Driver’s Education program includes both *Online Classroom Instruction* and *Behind the Wheel*. The *Online Classroom Instruction* is held online, and *Behind the Wheel* can be scheduled for before, during, or after school hours. 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). Registration Forms are also available in Student Services.
**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 Student Services Department includes the Associate Principal and four counselors. The department directs all efforts toward fostering individual growth. The counselors assist each student as s/he works toward achievement of education, vocational, personal and social fulfillment. Class meetings, group procedures and one-on-one counseling by professional personnel assist in this process. We have a unique model of operation addressing disciplinary matters addressed by the Associate Principal in conjunction with support and personal development led by the counselors. 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
In addition to individual meetings and programming regarding personal, social, and emotional development, Student Services assists students with:

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

**Academic Support**
- Freshman Interdisciplinary Team
- EHS Peer Tutoring Program
- Learning Resource Center (LRC)
- Eligibility Monitoring

**Career Exploration**
- Career Cruising Interest Inventory & Career Research Activities
- ACT Career Assessment - Seniors
- Career of the Month Education & Field Trips
- Job Shadow & Internship Opportunities

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

**College Exploration and Post-Secondary Planning**
- Senior College Planning Night
- Freshman/Sophomore College Night
- Financial Aid/Scholarship College Night
- Junior College/Career Planning Night
- Junior College/Career Workshop Course
- Summer College Jumpstart Course
- Career Cruising Transcript Delivery
- Student Resume Development
- Scholarship Listings
- Scholarship Application Assistance
- College Admissions Representative Visits
- Standardized Testing
- Pre-ACT - Sophomores
- PSAT - Juniors
- SAT/ACT - Juniors/Seniors

**LIBRARY SERVICES**

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

**Goals of the Library**

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

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

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

- Freshman Retreat in collaboration with FIT program: Day-long focus on Community;
- Sophomore Retreat: Day-long focus on Human Dignity;
- Junior Retreat coordinated through Morality class: Day-long focus on Service;
  ⇒ Optional Junior Mission Trip to Chicago or Waukegan: Overnight cultural immersion with intensive reflection about service;
- Senior Retreat: Two day/overnight focus on Relationship with Self, Others, and God;
  ⇒ Optional Senior CROSS (Christian Retreat of Shared Spirituality): Four day/overnight deeper consideration of Relationship with Self, Others, and God;

*Optional retreats by written application and approval through Campus Ministers.

Service
Serving in mission with the Sinsinawa Dominican Sisters and in support of Catholic teaching, Edgewood High School expects that students become increasingly aware of the needs of Madison and the world. Students reflect on the service they do for people, churches, non-profit organizations and discover the value of contributing to their community. Campus Ministry communicates to the student body about community events in need of volunteers and monitors the service hours forms for all students. Though a signature and other documentation is required, the focus for students engaging in service should be relationship-building and faith development. Students may serve their own Edgewood High School community, but at least 75% of a student’s total service hours must be provided outside of Edgewood High School. Student yearly service requirements are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>10 hours</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30 hours</td>
</tr>
<tr>
<td>Juniors</td>
<td>30 hours</td>
</tr>
<tr>
<td>Seniors</td>
<td>30 hours*</td>
</tr>
</tbody>
</table>

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

Transfer Students: Hours are prorated accordingly dependent on time of transfer

Worship
To acknowledge and celebrate the value of faith in our community, we gather as a school approximately once per month and all Edgewood High School community members are invited. These all-school prayer services or Catholic Masses are led by students in Peer Ministry and are relevant to the needs and interests of the student body. Students are required to be in attendance, as worship is part of our human spiritual growth. Within the traditions of the Catholic Church, students choose music and visuals to engage the spirit and guide reflection.
The following pages provide a description of the courses offered for the 2020-2021 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:**
  - 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.
“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 in 2015 stated “…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 2020S
Semester Course (0.5 cr)
9, 10, 11, 12

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

Acting Independent Study
Semester Course (0.5 cr)
10, 11, 12
Prerequisite:
• Acting 2020S
• Consent of instructor

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

Music

Concert Band 5508Y
Year Course (1 cr)
9, 10, 11, 12
Prerequisite:
• Must play or be learning a wind band instrument

The concert band is open to 9th through 12th grade students and may be studied multiple times. No audition is required to take the class as all students are welcome. The concert band will study a wide variety of music and perform. The study of music theory and history as it relates to wind band music is stressed in the curriculum. Occasionally, this ensemble may be involved in an educational/performance trip. Interaction with composers, professional musicians, and multiple guest conductors is a focus of the class.

Concert Choir 5570Y
Year Course (1 cr)
10, 11, 12

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.
Crusader Singers**

**Year Course (1 cr)**

**Crusader Singers 5579Y**

9, 10, 11, 12

**Prerequisite:**

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

Crusader Singers focuses on developing the singing and performing styles of various genres. Repertoire is drawn from jazz, show tunes, pop, gospel, multicultural and classical musical literature. Choreography may be incorporated into the music, but no prior dance experience is necessary. In addition to school performances, the choir will perform throughout the year in different venues, and may participate in out-of-school music trips. The choir will utilize regular class times, sectionals, and out-of-class (evening/weekend) times for rehearsals.

**Edgewood Chamber Singers**

**Year Course (1 cr)**

**Edgewood Chamber 5565Y**

9, 10, 11, 12

Edgewood Chamber Singers is an auditioned women’s choir open to 9th through 12th grade students. Students will delve into close harmony choral and vocal jazz music. The choir will learn early madrigal music, chant, contemporary music, as well as a cappella arrangements. The group will be auditioned late in the spring, with potential to audition new members in the fall. Edgewood Chamber Singers also are required to participate in Edgewood Chorus or Edgewood Concert Choir.

**Edgewood Chorus**

**Year Course (1 cr)**

**Edgewood Chorus 5564Y**

9

Edgewood Chorus is a mixed choral performing ensemble open to all freshmen. The choir focuses on developing healthy singing techniques and building a core of knowledge about choral singing. Emphasis is placed on basic choral skills, including tone production, active listening, sight-singing and note reading. In addition to choir rehearsal times, students have required in-school lessons. Performances include quarterly concerts as well as in class.

**History of American Popular Music**

**Semester Course (0.5 cr)**

**Hist of Am Pop Mus 5581S**

10, 11, 12

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

**Jazz Ensemble**

**Year Course (1 cr)**

**Jazz Ensemble 5520Y**

9, 10, 11, 12

**Prerequisite:**

- Must be a member of Concert Choir, Concert Band, Edgewood Chorus, or Orchestra

Jazz Ensemble allows students to explore music and artists from the unique American music genre, jazz. No audition is required to take the class as all students are welcome. Occasionally, the ensemble may be involved in an educational/performance trip. Interaction with composers, professional musicians, and multiple guest conductors is a focus.
**Mass Band**

Year Course (0.5 cr)

Prerequisite:
- Must be a member of Concert Choir, Concert Band, Edgewood Chorus, or Orchestra
- Consent of department

Mass Band is the group of students responsible for leading the musical worship part of our school liturgies. This ensemble works with our peer ministry courses to plan the musical parts of worship. Students have the opportunity to suggest, choose, arrange, compose, music for each liturgy. No audition necessary; all singers and instrumentalists are welcome!

**Orchestra**

Year Course (1 cr)

Prerequisite:
- Must play or be leaning a string instrument

The orchestra is open to 9th through 12th grade students and may be studied multiple times. No audition is required to take the class as all students are welcome. The orchestra will study a wide variety of music and perform. The study of music theory and history as it relates to orchestral music is stressed in the curriculum. Occasionally, this ensemble may be involved in an educational/performance trip. Interaction with composers, professional musicians, and multiple guest conductors is a focus of the class.

**Piano Beginning**

Year Course (1 cr)

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

**Piano Second Year**

Year Course (1 cr)

Prerequisite:
- Piano Beg 5522Y
- Consent of department

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

**Piano Intermediate**

Year Course (1 cr)

Prerequisite:
- Piano 2nd Yr 5523Y
- Consent of department

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

Year Course (1 cr)

Prerequisite:
- 6 years or more of piano study or successful completion of Piano Interm 5524Y
- Completing at least two songs from Class B repertoire in the WSMA Solo/Ensemble Festival or approval of equal performance by instructor
- Consent of department and/or audition with instructor

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

Music Assistantship

Year Course (1 cr)

Prerequisite:
- Consent of department faculty
- Current enrollment in another music course

The course provides a service opportunity in music for a student with strong interest in music. Activities include learning and helping with music library system, preparation of music folders, assisting other students when needed, and care and maintenance of music equipment. Create your experience!

Music Independent Study

Semester Course (0.5 cr)

Prerequisite:
- Consent of department faculty
- Current enrollment in another music course

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

Visual Arts

“Art washes away from the soul the dust of everyday life.”
- Pablo Picasso

2D Studio Art I

Semester Course (0.5 cr)

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-dimensional works, which may include drawing, painting, printmaking, and/or mix-media. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.
2D Studio Art 2/3  
Semester Course (0.5 cr)  
Prerequisite:  
- 2D Studio Art 1 or 2 or consent of instructor  
This advanced elective art course builds on the foundational skills acquired in 2D Studio Art 1 and has an emphasis on creating purposeful artwork that builds on conceptual thinking. Students 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-dimensional works, which may include drawing, painting, printmaking, and/or mix-media. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials. This course may be repeated.

3D Studio Art 1  
Semester Course (0.5 cr)  
Prerequisite:  
This advanced elective art course which builds on the foundational skills acquired in 3D Studio Art 1 and has an emphasis on creating purposeful artwork that builds on conceptual thinking. Students 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 three-dimensional works. Instruction may include, but is not limited to, collaborative works, sculpture, ceramics, glass, recyclable materials or building arts. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

3D Studio Art 2/3  
Semester Course (0.5 cr)  
Prerequisite:  
- 3D Studio Art 1 or 2 or consent of instructor  
This advanced elective art course which builds on the foundational skills acquired in 3D Studio Art 1 and has an emphasis on creating purposeful artwork that builds on conceptual thinking. Students 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 three-dimensional works. Instruction may include, but is not limited to, collaborative works, sculpture, ceramics, glass, recyclable materials or building arts. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course may be repeated.
Photography 1  
*Semester Course (0.5 cr)*

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**Photography 2/3**  
*Semester Course (0.5 cr)*

**Prerequisite:**  
- Photography 1 or 2 or consent of instructor

This advanced elective art course builds on the foundational skills acquired in Photography 1 and has an emphasis on creating purposeful artwork that builds on conceptual thinking. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. This course may be repeated.

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

This course helps produce The Crusader, the Edgewood High School yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, 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 and can be taken as a semester or year course.

**Art Assistantship**  
*Semester Course (0.25 cr) or Year Course (0.5 cr)*

**Prerequisite:**  
- Consent of Instructor and any two art courses

This course is designed to provide an opportunity for students who may wish to become art teachers, as well as for students interested in service oriented experiences in art education. This course may include, but is not limited to, curatorial duties, art hanging and display, preparation of art materials, maintenance of equipment, assistance with special projects, and/or tutoring other art students.
Aviation I  
Semester Course (0.5 cr)  
Aviation I 8015S  
11, 12

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

Aviation II  
Semester Course (0.5 cr)  
Aviation II 8016S  
11, 12

Prerequisite:  
- Aviation I

Aviation II is for students who have completed Aviation I and who want to pursue the study of flight opportunities. Topics covered include aerodynamics, instruments, weather, communication systems, airspace and air traffic control, IFR charts, flight planning, requirements for various aviation careers, and human performance, as well as research of the broader aviation industry – people, aircraft, and flights that have propelled the space industry to success. There will be two opportunities for a flight during the semester to a destination of interest. At the conclusion of this course, students would be capable of taking the Private Pilot Written Exam if they so desire.
Accounting I - Principles  
**Accounting I 1525S** 
*Semester Course (1 cr)* 
10, 11, 12  
Introduction to the field of accounting. The accounting cycle of journalizing transactions, posting, adjusting and closing entries, as well as the preparation of accounting statements is emphasized for service industries and merchandising concerns. Details of accounting for cash and receivables are studied. An introduction to computerized accounting is also included.  
This course is being offered in partnership with Madison College and is taught by a Madison College instructor on the EHS campus. It is a rigorous college-level course (comparable to an Advanced Placement level course) and Edgewood students will earn DUAL credit for this class, as follows:  
- Edgewood High School Transcript: 1 elective credit, weighted on a 5.0 scale  
- Madison College Transcript: 4 college credits with potential to transfer to other colleges/universities according to those individual institutions’ policies. Please visit https://www.wisconsin.edu/transfer/wizards/ to view current transfer agreements between Wisconsin post-secondary institutions.

Introduction to 3D Printing  
**Intro 3D Print 1540S** 
*Semester Course (0.5 cr)* 
10, 11, 12  
Welcome to the world of 3D printing! No prior experience needed. You’ll learn how to how to design, code, and problem solve your creations using design thinking and the iterative cycle. You’ll also explore how 3D printing impacts a variety of industries including architecture & furniture, game building, cooking, fashion, medicine, and more! You’ll leave understanding all aspects of 3D printing including the technology, terminology, materials, workflow, and cost. You’ll also have engaged in a variety of solo and team challenges -- including the culminating project of creating a simple machine, designed from the ground up, by you and your team.
Marketing Principles  

Marketing 1 1595S  
Semester Course (1 cr)  
10, 11, 12  
This foundation course introduces students to the marketing process and how it operates in today’s dynamic organizations. The entire marketing mix is examined on a broad scale. Topics include: market segmentation and targeting strategies, market research, consumer behavior, product development, pricing policies, distribution, and an overview of promotion. This basic course provides a comprehensive overview of the exciting world of marketing.

This course is being offered in partnership with Madison College and is taught by a Madison College instructor on the EHS campus. It is a rigorous college-level course (comparable to an Advanced Placement level course) and Edgewood students will earn DUAL credit for this class, as follows:

- Edgewood High School Transcript: 1 elective credit, weighted on a 5.0 scale
- Madison College Transcript: 3 college credits with potential to transfer to other colleges/universities according to those individual institutions’ policies. Please visit [https://www.wisconsin.edu/transfer/wizards/](https://www.wisconsin.edu/transfer/wizards/) to view current transfer agreements between Wisconsin post-secondary institutions.

Personal Finance  

Pers Finance 1585S  
Semester Course (1 cr)  
10, 11, 12  
This introductory course considers finance from the point of view of the individual or family unit. Topics include budgets, insurance, housing, borrowing, saving, investing and estate planning. Students complete personal finance projects applying the material learned.

This course is being offered in partnership with Madison College and is taught by a Madison College instructor on the EHS campus. It is a rigorous college-level course (comparable to an Advanced Placement level course) and Edgewood students will earn DUAL credit for this class, as follows:

- Edgewood High School Transcript: 1 elective credit, weighted on a 5.0 scale
- Madison College Transcript: 3 college credits with potential to transfer to other colleges/universities according to those individual institutions’ policies. Please visit [https://www.wisconsin.edu/transfer/wizards/](https://www.wisconsin.edu/transfer/wizards/) to view current transfer agreements between Wisconsin post-secondary institutions.
This English 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, excerpts from Edith Hamilton’s Mythology 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.
Communication is a vital process in the moments when humans interact with one another. We frequently tend to assume our competence is inherent and yet, communication is a skill and art which needs to be understood, developed, and enhanced.

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

**Public Speaking**

*Semester Course (0.5 cr)*

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

**Acting**  
*Semester Course (0.5 cr)*  
*Acting 2020S*  
9, 10, 11, 12  
Drama, from Greek, literally translates to mean “to do”. We all know good acting, but how do they do that? Acting is a course which provides the opportunity to better appreciate acting and its elements, to develop a vocabulary for discussing drama, to develop stage presence and skills in demonstrative theatrical expression, and to recognize the degree to which the study of acting can inform new perceptions of self and others. We will use our time together to touch upon and experiment with a wide variety of acting techniques and styles through in-class exercises, homework readings, informal and formal writings, discussion, rehearsals (both in and out of class), performances, and observation. Students will develop their self-confidence, creativity, and imagination through improvisations, scripted works, analysis, and criticism. Attendance at theatrical productions and independent readings will be required. Acting fulfills 0.5 credit of the Fine Arts requirement for graduation.

**Acting Independent Study**  
*Semester Course (0.5 cr)*  
*Acting Ind Study 2022S*  
10, 11, 12  
Prerequisite:  
- Acting 2020S  
- Consent of instructor  
This course is designed for the serious theatre student. Students will create believable characters through scenes and monologues that demonstrate their understanding of the emotional and psychological makeup of the character. Students will study acting methods and techniques from a wide variety of pedagogy including Meisner, Michael Chekov, Williamson, Anne Bogart, Stanislavski, Lee Strasberg, and Stella Adler. With a focus on character development, students will delve into psychology, physicality, vocal expression, and in-depth research. Students write critical reflections and reviews of their own performances as well as live theatrical productions to examine and analyze the theatre’s impact on interpersonal, intra-personal, as well as broader social, and cultural contexts. Acting Independent Study fulfills 0.5 credit of the Fine Arts requirement for graduation.
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 Christian values and the importance of social responsibility. The department goals are:

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

**English I - FIT**

*Year Course (1 cr)*

English I – FIT 3010Y

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.

**English II**

*Year Course (1 cr)*

Prerequisite:

- English I - FIT 3010Y

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

Year Course (1 cr)
Prerequisites:
- English I - FIT 3010Y
- Consent of department

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

American Literature

Year Course (1 cr)
Prerequisite:
- English II 3020Y

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 mid twentieth century. Students will further develop oral and written skills in interpretation and analysis of literature.

American Literature Honors

Year Course (1 cr)
Prerequisites:
- English II 3020Y or English II Honors 3068Y
- Consent of department

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

Advanced Placement English Literature and Composition

Year Course (1 cr)
Prerequisites:
- Application to the course
- Consent of department following objective test and writing sample

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

<table>
<thead>
<tr>
<th>Advanced Writing and Journalism</th>
<th>Adv Writ and Journ 3080S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Course (0.5 cr)</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
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<tr>
<td>• Amer Literature 3030Y</td>
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</tbody>
</table>

The writing and research skills taught in this course will prepare students for the challenges of college-level writing. Students will review basic writing strategies and learn advanced composition skills and investigative and 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 TED talks. Individual student blogs will consist of regular articles and photography and will be connected to each other through The Edge on Monroe, our school blog which will be created for the course. In addition, students will expand their skills by creating an in-depth investigative piece. Students choosing this course should be committed to becoming competent writers.

<table>
<thead>
<tr>
<th>American Multicultural Literature</th>
<th>Amer Multicultural Lit 3070S</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester Course (0.5 cr)</strong></td>
<td>12</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
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<tr>
<td>• Amer Literature 3030Y</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Great Literature: Voices of Change</th>
<th>Great Literature 3037S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Course (0.5 cr)</strong></td>
<td>12</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
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<tr>
<td>• Amer Literature 3030Y</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Modern American Drama and Film</th>
<th>Modrn Amer Drama 3045S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Course (0.5 cr)</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
</tr>
<tr>
<td>• Amer Literature 3030Y</td>
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</tbody>
</table>

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

**Writing Conferences**

Students have the opportunity to attend a writing conference with English teachers as well as their teachers across all academic departments. The goal of these conferences is to help students develop independence in solving writing problems. Students should email their teachers to schedule and individual conference during a free mod.
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
**Spanish I 3511Y**  
*Year Course (1 cr)*  
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 predominately in the target language.

### Spanish II
**Spanish II 3512Y**  
*Year Course (1 cr)*  
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
**Spanish III 3513Y**  
*Year Course (1 cr)*  
9, 10, 11, 12

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

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
**Spanish IV 3514Y**  
*Year Course (1 cr)*  
9, 10, 11, 12

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

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

Year Course (1 cr)
AP Spanish 3515Y
10, 11, 12

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

It is assumed that students qualifying for this class have already learned grammar and have acquired skills in speaking, writing, reading, and understanding Spanish. Therefore, the curriculum for this course is designed to refine, perfect, and enhance these skills through writing weekly compositions, speaking in various situations, and reading a variety of materials from newspapers, magazines, poetry, and literature. The course is developed to broaden the students’ understanding of Hispanic culture and foster interest in continuing the study of Spanish in college. The course will prepare students to take the Advanced Placement Spanish exam, which is required. Please also read “Advanced Placement (AP) Courses.”

Latin I

Year Course (1 cr)
Latin I 3521Y
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

Year Course (1 cr)
Latin II 3522Y
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

Latin III 3523Y
Year Course (1 cr)  
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

Latin IV 3524Y
Year Course (1 cr)  
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

AP Latin 3525Y
Year Course (1 cr)  
11, 12

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

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

French I

French I 3531Y
Year Course (1 cr)  
9, 10, 11, 12

French I emphasizes listening and speaking skills. Simple dialogues, pair work, and recordings involve students in conversation. Simple grammar structures are introduced, as well as reading and writing. Cultural awareness is incorporated in each lesson. A variety of visual aids and activities are used in class.
French II  
Year Course (1 cr)  
French II 3532Y  
9, 10, 11, 12  
Prerequisite:  
- Freshmen & Transfers: Successful completion of the placement test  
- Consent of department  
Listening and speaking abilities continue to be developed. Grammar, reading, and writing skills are increased. An awareness of French culture is also developed. A variety of visual aids and activities are used in class. This course is taught predominantly in French.

French III  
Year Course (1 cr)  
French III 3533Y  
9, 10, 11, 12  
Prerequisite:  
- Freshmen & Transfers: Successful completion of the placement test  
- Consent of department  
This course continues to develop listening, speaking, reading, and writing skills. Class discussions are increasingly in French. Advanced grammar, French art, French geography, reading selections and French culture are included at this level. A variety of visual aids, props and learning activities are used in class. This course is taught entirely in French.

French IV  
Year Course (1 cr)  
French IV 3534Y  
9, 10, 11, 12  
Prerequisite:  
- Freshmen & Transfers: Successful completion of the placement test  
- Consent of department  
This course offers a review of previous grammar, introduces advanced grammar concepts, continues the study of Francophone cultures, and selections of some French literary works, including the book *Le Petit Prince*. Discussions and presentations are in French. Students will be prepared to work, study, or plan travel arrangements in a French-speaking country. A variety of visual aids, props, and learning activities are used in class. This course is taught entirely in French.

Advanced Placement French Language & Culture  
AP French 3535Y  
Year Course (1 cr)  
11, 12  
Prerequisite:  
- Transfers: Successful completion of the placement test  
- Application to course  
- Consent of department  
The course is developed to broaden the students’ understanding of French culture and foster interest in continuing the study of French in college. It is assumed that students qualifying for this class have already learned grammar and have acquired skills in speaking, writing, reading and understanding French. Therefore, the curriculum for this course is designed to refine, perfect, and enhance these skills through writing weekly compositions, watching authentic videos such as campaign ads and commercials, listening to songs, interviews, and podcasts, and reading a variety of materials from newspapers, magazines, poetry and literature. Students will also create multimedia such as mp3’s and video. The course will prepare students to take the Advanced Placement French exam, which is required. This course is taught entirely in French. Please also read “Advanced Placement (AP) Courses.”
Learning Resource Center

Semester (0.5 cr) or Year Course (1 cr) 9, 10, 11, 12

Prerequisite:
- Consent of department

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

Selected students are enrolled in this course by the LRC Coordinator and/or Director of Admissions. Meetings are held with families to determine eligibility. Student schedules may not show LRC class times until the start of each semester.
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 2020-2021 course placements with their current mathematics teacher. Incoming freshmen will be placed based on assessment test results, previous math performance, and 8th grade teacher recommendations. Transfer students will be placed based on assessment test results.

All students seeking entry into the mathematics program at the Geometry-A 5036Y or Algebra 2-A 5024Y level must take an Edgewood High School Algebra I Proficiency Test. The test is required of students entering Edgewood in the fall and any student who transfers into Edgewood during the school year. The test will be given on May 5, 2020 at 3:30 pm. If prospective students do not take the test 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 test results and/or a meeting with the student and parent/guardian.

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

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

*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.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>A.</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra 2</td>
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<tr>
<td>B.</td>
<td>Algebra I</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
</tr>
<tr>
<td>C.</td>
<td>Algebra I</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
</tr>
<tr>
<td>D.</td>
<td>Algebra I</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
</tr>
<tr>
<td>E.</td>
<td>Algebra I-A</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
</tr>
<tr>
<td>F.</td>
<td>Algebra I-A</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
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<td>H.</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
<td>Pre-Calculus Honors</td>
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<tr>
<td>I.</td>
<td>Geometry-A</td>
<td>Algebra 2-A</td>
<td>Pre-Calculus Honors</td>
</tr>
<tr>
<td>J.</td>
<td>Algebra 2-A</td>
<td>Pre-Calculus Honors</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>K.</td>
<td>Algebra 2-A</td>
<td>Pre-Calculus Honors</td>
<td>AP Calculus AB</td>
</tr>
</tbody>
</table>
Algebra I
Year Course (1 cr)
9
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 - Accelerated
Year Course (1 cr)
9
Prerequisites:
- Freshmen: Successful completion of the placement test
- Consent of department
This is an accelerated section of Algebra I. It primarily differs from the regular section in the depth and rigor in which the aforementioned topics are covered. If time permits, additional topics may be covered. The math department will determine placement in this course based on assessment test scores, previous math performance, and 8th grade teacher recommendation.

Geometry
Year Course (1 cr)
10, 11
Prerequisite:
- Algebra 1 5015Y or Algebra I-A 5020Y
- Transfers: Proof of credit in Algebra 1
- Consent of department
This course encompasses all the dimensions of the understanding of geometry including: shapes and forms; skills of drawing, measurement, and visualization; properties and deductive nature; the algebraic representations of geometry. The course emphasizes the concepts of coordinates, transformations, area, volume, congruence, and similarity as applied to problem solving in the physical world. Work with proof-writing is developed throughout the year, following a sequenced development of the logical and conceptual prerequisites to proofs. Continual contact with algebraic ideas, skills, and graphing is found throughout the course.

Geometry - Accelerated
Year Course (1 cr)
9, 10
Prerequisite:
- Algebra I-A 5020Y
- Freshmen & Transfers: Successful completion of the placement test
- 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 8th grade, who score high on assessment tests, and who are recommended by their 8th grade teacher. In addition, freshmen are required to take the Edgewood High School Algebra I Proficiency Test.
**Algebra II**

*Year Course (1 cr)*

**Prerequisites:**
- Geometry 5035Y or Geometry-A 5036Y
- 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 - Accelerated**

*Year Course (1 cr)*

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

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

Algebra topics are chosen by first administering a diagnostic exam. Then, assignments are chosen to address weaknesses. New topics are added to extend and reinforce basic understanding of Algebra and Trigonometry. Typical concepts included are simplifying complex expressions, factoring, solving quadratic equations, solving rational equations, solving a system of equations, graphing, 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-A 5024Y.
**College Algebra for Seniors**

*Year Course (1 cr)*

**Prerequisites:**
- Algebra 2-A 5024Y or Algebra III 5030Y
- Transfers: Successful completion of the placement test
- Consent of department

This course is intended to offer seniors an advanced class in algebra and trigonometry and will prepare them for college freshman courses in statistics, 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:**
- Algebra II-A 5024Y or Algebra III 5030Y
- Freshmen & Transfers: Successful completion of the placement test
- Consent of department

This is an accelerated course designed to prepare students for college-level calculus. Advanced algebra and problem-solving skills will be extended to the topics of polynomial and rational functions, trigonometry, analytic trigonometry, and analytic geometry. The study of limits, vectors, and 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. Enrollment will be determined by the math department based on previous math performance and teacher recommendation.

**Advanced Placement Calculus AB**

*Year Course (1 cr)*

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

The topics covered in this course will meet the standardized objectives defined by the College Board for Advanced Placement Calculus (see [www.collegeboard.com/ap](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). 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’Hôpital’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  
- Application to the course  
- Consent of department  

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

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

Math Independent Study  

Year Course (1 cr)  

Math Indep Study 5095Y  

11, 12  

Prerequisites:  

- AP Calculus BC 5051Y  
- Consent of department  

This course is intended for students who have completed AP Calculus BC 5051Y prior to their senior year. It will offer students preparation for taking a specified AP exam, or for attaining any other math related goal. Students will meet with the teacher to design a plan of study, set goals, and establish meeting times. Requirements of the course may include regular assignments and exams. This course does not carry honors credit.
The purpose of the physical education program at Edgewood High School is to achieve objectives that meet the physical needs of young men and women. Physical activity is necessary for normal growth and development of the muscular, skeletal, circulatory, digestive, excretory and nervous systems. Mental growth and development are related to the healthy functioning of the vital organs of the body, and the vital functions, in turn, are related to and directly improved by vigorous physical activity. The main objectives of the physical education program, therefore, are motor skills development, knowledge development of a number of physical activities, social development and leadership development. All physical education courses are co-ed.

Note: Five semesters of physical education plus one semester of health is required for graduation. Health Education must be taken for one semester sophomore year.

**Physical Education I**

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

| Phy Ed I 6011S | 9 |

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

**Fitness Foundations**

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

| Fitness Foundations 6031Y | 10, 11, 12 |

If you did not take Physical Education I your freshmen year (either the entire year or for one semester), you must enroll in Fitness Foundations for one of your three physical education credits between your sophomore through senior year. The emphasis will be on physical fitness as it applies to life-long fitness habits. Students will be challenged physically, as well as cognitively through a variety of teaching techniques. (See important NOTES on following page!)
**Fitness Foundations Notes:** If you took a full year of Physical Education I your freshman year, you should not enroll in this course. If you only took Semester 1 Physical Education I as a freshman, you must take Semester 2 Fitness Foundations. If you only took Semester 2 Physical Education I as a freshman, you must take Semester 1 Fitness Foundations. In other words, Fitness Foundations should fill in where Physical Education I was not taken during Freshman year.

**Health Education**

Semester Course (0.5 cr)

<table>
<thead>
<tr>
<th>Health Ed 6030S</th>
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<td>10</td>
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The course provides students with current health information which reflects physical, mental, emotional, and social heath and well-being. Emphasis is place on the development of healthy lifestyles which will provide students with the opportunity to achieve their full potential as human beings. Students are supported in their efforts to apply knowledge, attitudes and behaviors toward achieving wellness and maintaining a healthy lifestyle.

**Elective Program**

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

**Advanced Athletic Training**

Semester Course (0.5 cr)

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<th>Adv Athletic Training 6066S</th>
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Prerequisite:
- Intro Athletic Training 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 skills and knowledge needed in recognition and evaluation of all types of injuries and illnesses in athletes and active populations. Emphasis is on completely understanding assessments.

**Fall Recreational Activities**

Semester Course (0.5 cr)

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<th>Fall Rec Activities 6041S</th>
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This course is offered to students wishing to participate in and gain a better understanding of the lifetime activities such as golf, archery, individual fitness, ultimate frisbee, indoor leisure games, self-defense, etc. Students will typically be required to change clothes for units. Students may be required to go to an off campus visit to get a more accurate experience of the activity (ie: hitting golf balls at the driving range).

**Fall Team Sports**

Semester Course (0.5 cr)

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<th>Fall Team Sports 6060S</th>
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The course will involve participation in lacrosse, touch/flag football, basketball, and volleyball with instruction focusing on understanding and then executing team concepts and skills. Participants will also be involved in study and design of strategies, as well as the officiating involved in the respective sport.
Flexibility Enhancement, Stability Ball, and Yoga Training (FESBYT)

Semester Course (0.5 cr)

Flexibility Enhancement, Stability Ball and Yoga Training is offered to students wanting to improve their physical development in the areas of flexibility and core strength. The proper use and understanding of stability ball training will be emphasized in strength and balance development. A variety of techniques will be taught to enhance flexibility. Students will evaluate their own flexibility during the semester. In addition, students will learn proper stretching techniques that can be useful throughout life. Students will have the opportunity to learn basic and advanced yoga poses along with becoming familiar with various yoga practices.

Introduction to Athletic Training

Semester Course (0.5 cr)

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

Lifeguarding

Semester Course (0.5 cr)

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

The course will provide the students with the cognitive and practical experience in the area of basic lifeguarding, waterfront lifeguarding, CPR for the Pro Rescuer, and Automatic External Defibrillator. Students will be prepared to recognize and then respond to emergencies. Upon completion of this course, students may be issued cards/certificates indicating that they have met all American Red Cross requirements to become a lifeguard. This course is primarily offered first semester so that students can receive WSI certification in the spring through the American Red Cross. Course fee is $50.00

Speed, Agility, and Plyometrics (SAP)

Semester Course (0.5 cr)

The course is offered to students wanting to increase their physical development, as well as understanding within the areas of speed, agility, and plyometrics. Technique will be emphasized. Students will eventually design their own program based on certain criteria. Objectives will be different for the two levels in the class: those who have previously taken the course and those enrolled for the first time.
Sports Psychology and Careers  
Semester Course (0.5 cr)  
Sports Psych & Careers 6088S  
12  
Emphasis will be on the psychology of sports and current issues relating to the sociology of sports. Other careers in athletics that will be studied include: sports officiating, sports medicine, sporting goods business, sports management, parks and recreation departments, sports psychology, athletic strength and conditioning, and personal trainer.

Spring Recreational Activities  
Semester Course (0.5 cr)  
Spring Rec Activities 6042S  
10, 11, 12  
The course is offered to students wishing to participate in and gain a better understanding of the lifetime activities such as outdoor leisure games, Frisbee golf, individual fitness, badminton, climbing, ice skating, etc. Students will typically be required to change clothes for some units. Students may have to provide their own equipment, such as ice skates. Costs may apply for such activities as Frisbee golf and climbing.

Spring Team Sports  
Semester Course (0.5 cr)  
Spring Team Sports 6065S  
10, 11, 12  
The course will involve participation in team handball, soccer, hockey, and baseball/softball with instruction focusing on understanding and then executing team concepts and skills. Participants will also be involved in study and design of strategies, as well as the officiating involved in the respective sport.

Weightlifting  
Semester Course (0.5 cr)  
Weightlifting I 6048S  
Weightlifting II 6049S  
Weightlifting III 6051S  
10, 11, 12  
The course is offered to students who wish to improve their strength and fitness through weightlifting. Weightlifting programs will be offered to accommodate individual student needs. Instruction will be given on the physiology of strength development and how to set up a program. Students will be required to keep records and write papers on their progress. Objectives will be different for the three levels in the class: those who have previously taken the course and those taking the course for the first time.

Physical Education - Athletic Training Independent Study  
Semester Course (0.5 cr)  
PE Indep Study 6067S  
10, 11, 12  
Prerequisites:  
• Intro Athletic Training 6046S  
• Adv Athletic Training 6066S  
• Consent of Instructor  
This course is intended for students who successfully completed Intro to Athletic Training and Advanced Athletic Training. It will offer students an opportunity to further strengthen their understanding of various topics related to the sports medicine field. Specifically it will provide theory and practice of therapeutic exercise for rehabilitation. Students will meet with the teacher to design a plan of study, set goals and establish meeting times. Requirements of the course may include regular assignments, labs, exams and/or a research project. This course may be repeated, but with a different plan of study and goals.
MEDICAL EXCUSES FROM PHYSICAL EDUCATION

When students have a medical excuse that extends over the majority of the semester, a medical excuse (MX) is indicated on report cards, which means that in order for students to receive credit, they need to make up the credit during a different quarter/semester. When students have a medical excuse that covers less than the majority of a semester, each student’s case is handled individually. Coursework will need to be made up in a timely fashion prior to receiving a grade/credit.
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.

**Required Course Selection by Grade Level**

**Freshman:** Survey of Religious Studies - Required  
(Formerly Freshman Religion)

**Sophomore:** Literature & History of the Hebrew Scriptures - Required  
(Formerly Hebrew Scriptures)  
Literature & History of the Christian Scriptures - Required  
(Formerly Christian Scriptures)

**Junior:** Moral Philosophy & Christian Ethics - Required either semester  
(Formerly Morality)

**Junior/Senior:** Peace and Justice Studies - Required either year, either semester

**Junior/Senior Electives:**
- Church History *(offered alternating years)*
- Peer Ministry
- Personal, Moral, & Social Psychology *(offered alternating years)*
- Prayer & Spirituality in Ancient & Modern Culture
- Comparative World Religions  
  (Formerly World Religions in America)

**Senior Elective:**
- Peer Ministry Assistanship
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 person hood 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  
Moral Philosophy 6526S  
Semester Course (0.5 cr)  
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  
Peace and Justice 6530S  
Semester Course (0.5 cr)  
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.
The Christian Church has been a world-shaping force. Contemporary civilizations have been profoundly influenced by contact with the Church. In the course, students will examine the history of Christianity, the contexts of the growth and development of the Church, the aspects of civilization the Church has impacted, and the lives of women and men who profoundly impacted that development.

**Note:** Offered 2020-2021, not 2021-2022

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.

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.

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

**Note:** Offered 2021-2022, not 2020-2021
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. The course cannot be repeated for credit, but may be taken for service hours only. This course must be taken above minimum course load and does not fulfill the minimum Religious Studies requirement. Students must get approval from the Peer Ministry instructor prior to registering for the course.
As our society becomes increasingly more complex due to scientific and technological advances, its members face questions and challenges never before seen. In order to make sound judgments and decisions one must be equipped with a working knowledge of science. The need for scientific literacy is critical for citizens to both understand and contribute to this evolving culture. The Science Department fosters in students the fundamentals of the scientific disciplines, as well as reasoning, methods, and processes. In an age where more scientists are needed, the Science Department also strives to prepare interested students for college level science courses and careers in the fields of science.

**Course Selection by Grade Level**

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

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

**Sophomore** – Chemistry 7048Y or Chemistry Honors 7050Y (Required). Students who have demonstrated in their current science and math classes that they possess the motivation and advanced academic skills are invited to enroll in any of the following science classes to be taken concurrently with their Chemistry choice: Physics, Physics Honors, AP Biology, AP Environmental Science, Human Anatomy and Physiology, Astronomy, Earth Science, Genetic Biotechnology, and/or Biophysics.

**NOTE:** Enrollment into these courses is contingent upon available space and schedule compatibility.
Junior & Senior – Minimum of one year of science from the following options (semester courses listed in italics):

AP Biology
AP Chemistry
AP Environmental Science
Physics
Physics Honors
AP Physics C: Mechanics
Human Anatomy & Physiology

Astronomy
Earth Science
Environmental Field Education*
Adv. Environmental Field Education*
Biophysics
Genetic Biotechnology
Science Independent Study
Science Assistantship

*Indicates Summer Course

Biology-FIT  
Year Course (1 cr)  
Biology-FIT 7028Y  
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.

Chemistry  
Year Course (1 cr)  
Chemistry 7048Y  
9, 10

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

This course fulfills prerequisites for all upper level science courses with the exception of AP Chemistry.
Chemistry Honors  
Year Course (1 cr)  
Prerequisites:
- Recommended having concurrent enrollment in Algebra 2-A or higher

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

This course fulfills prerequisites for all upper level science courses including AP Science courses.

Advanced Placement Chemistry  
Year Course (1 cr)  
Prerequisites:
- Chemistry Honors 7050Y (but not Chemistry 7048Y)
- Algebra 2-A
- Application to course
- Consent of department

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

Advanced Placement Biology  
Year Course (1 cr)  
Prerequisites:
- Biology
- Completion of, or concurrent enrollment in Chemistry or Chemistry Honors
- Application to course
- Consent of department

This course is designed to meet the equivalent of a two semester college-level biology course. This allows students to pursue a college-level, rigorous academic study and to potentially earn college credit for their hard work. The goal is to give students an in depth framework of the biological sciences as well as how science works as a process of understanding. This course is outlined under four “Big Ideas:” 1) Evolution is the driving force of diversity and unit of life; 2) Biological systems utilize energy to perform cellular functions; 3) Living systems store, retrieve, transmit and respond to information essential to life;
4) Biological systems interact to create complex properties. Course topics include cells and viruses, the origin of life, biochemistry, cellular energetics, genetics, cancer, the human immune system, ecology, and evolution. Extra time outside of class could be required in order to complete lab activities and review essential concepts. Please also see “Advanced Placement (AP) Courses.”

**Advanced Placement Environmental Science**

*AP Environ Science 7082Y*

*Year Course (1 cr)*

10, 11, 12

**Prerequisites:**

- Biology
- Completion of, or concurrent enrollment in Chemistry or Chemistry Honors
- One year of Algebra
- Application to course
- Consent of department

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

**Human Anatomy and Physiology**

*Human Anat & Phys 7068Y*

*Year Course (1 cr)*

9, 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.

**Genetic Biotechnology**

*Genetic Biotech 7070S*

*Semester Course (0.5 cr)*

9, 10, 11, 12

This semester course enables students to apply the principles of heredity to their personal lives, grow in their knowledge of current biotech advances, and practice biotechnology laboratory techniques. Major areas of study include genetic diseases, molecular genetics, genetic engineering, cloning and stem cells. There will be a constant emphasis on the ethics of using these techniques in the real world. Through activities such as DNA isolation, restriction enzyme gel electrophoresis, and bacterial transformation, students practice some of the laboratory skills frequently used in this rapidly expanding field.
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. This course will take students on a journey through space and time to learn about the constellations and their myths, celestial mechanics and motions, as well as the evolution of astronomical theory. Students will learn about the evolution of stars, star clusters, pulsars, and black holes. Finally, students study the vast frontier of galaxies, quasars, and the origin and fate of the universe. Daytime observations of the sun and evening star parties provide an exciting opportunity to see firsthand the concepts learned in class.

Earth 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.

Biophysics 7071S
Semester Course (0.5 cr)
10, 11, 12

This semester course uses biology as a lens to learn about physics. In this course, students will study three big ideas of physics: medical imagery, sound wave properties and how they pertain to echolocation in marine mammals, and flight in birds. Students will be exposed to examples of a principle of physics as it applies to biology (for example, considering wave properties through the example of dolphins using sonar to sense their surroundings or how changes in pressure caused by wing shape allow birds to fly). Students will use algebra to solve physics problems. The class has a heavy emphasis on questioning and curiosity, group work, and projects to prove understanding of content.

Physics 7055Y
Year Course (1 cr)
9, 10, 11, 12

Prerequisites:
• Concurrent enrollment in Algebra 2 or higher

The study of physics is centered on two big questions: What is stuff, and, how does stuff change? By looking at these questions and the experiences through labs and in-class demonstrations, students will learn about the motion of objects around us, forces and how things react to forces, how spinning 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)  
Prerequisites:
- Algebra 2 or 2A  

Students in this course will discuss and explore the motion of objects around us, the motion of objects due to gravity, collisions between objects, 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, waves, sound, springs, electricity, and circuits. In addition to these topics, students will also learn how to connect concrete experiences from labs (shooting a toy rocket at different angles, for example) with 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.

AP Physics C: Mechanics  
Year Course (1 cr)  
Prerequisites:
- Physics Honors 7063Y  
- Concurrent enrollment in AP Calculus AB or higher  
- Application to course  
- 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.

Environmental Field Education  
Summer School (0.5 cr)  
Prerequisites:
- Accepted Application  

**NOTE:** Sign-up for this course occurs during the first semester of the school year. Do not select this on your course contract during Course Registration for 2020-2021. This two-week intensive course is held at St. Croix State Park in northern Minnesota. The wonders of the natural world are explored in depth during the program. As students discover the beauty of the natural world, they learn to love creation and get to know each other well. Most of the class time (approximately nine hours per day) is spent in the field conducting scientific research on our local environment. Areas of study include: outdoor safety, ecology, meteorology, geology, forestry, aquatic biology and much more. Students must be healthy enough to hike several miles and be a competent swimmer. The Summer 2020 course fee is $950.00.
Advanced Environmental Field Education

Prerequisites:

- Environ Field Ed 7094C
- Accepted application

NOTE: Sign-up for this course occurs during the first semester of the school year. Do not select this on your course contract during Course Registration for 2020-2021.

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 be a competent swimmer.** The Summer 2020 course fee is $950.00

Independent Study - Science

Prerequisites:

- Department and administrative approval
- Completion of Advanced Placement courses is required in some cases.

The purpose of the course is to provide students with an opportunity to continue their study of science beyond the official curriculum, or to perform independent research. Students electing to extend their coursework will arrange meeting times and course goals with an Edgewood High School science teacher as to the nature of the course. Students electing to do research will identify a research topic, investigate various research protocols, carry out the investigation, and present their findings in a written lab report, as well as before a juried panel of teachers and professionals. Research students are required to work with an approved mentor. The course is a normal graded course. Students may take the course more than once. The course does not meet college entrance requirements for Science.

Science Assistantship

Prerequisite:

- Consent of department

This course provides a student with the opportunity to assist in the areas of science. Activities include helping other students, laboratory preparation and maintenance, and/or independent project assistance such as experimental work, plant, or animal care. An average of three mods per cycle are required. This course may be repeated. The course is not intended to fulfill the minimum science requirement of three credits. Students must get approval from the science instructor they will be working for prior to registering for the course. **NOTE:** This course will not meet the UW-System entrance requirement for Science.
The Social Studies Department prepares students to understand and appreciate the history and heritage of the United States and other cultures. Through both course content and varied teaching/learning activities, the students are provided with many opportunities to develop a wide variety of critical thinking skills that will prepare them for college and careers. The courses offered challenge students to develop a social consciousness and assume civic responsibilities in a global age.

**United States History-FIT**  
*Year Course (1 cr)*  

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

**World History**  
*Year Course (1 cr)*  

World History is a required survey course emphasizing the historical development of selected cultures and geographic areas and significant contributions of these cultures to our world today. Topics studied include: western civilization from the Middle Ages to Russian revolution and dissolution, the Middle East, China, and Africa. Through this course, students will have a better understanding of the contributions of past civilizations to our present world and a keener grasp of the problems facing our modern world. This course includes continuation of the basic social studies skills developed at the ninth grade level, including writing skills. Students will do projects on Renaissance artists and African country reports.
**Advanced Placement European History**  
*AP Euro History 7555Y*  
Year Course (1 cr)  
10, 11, 12  

**Prerequisites:**  
- Application to course  
- Consent of department  

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

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**Advanced Placement United States History**  
*AP US History 7550Y*  
Year Course (1 cr)  
11, 12  

**Prerequisites:**  
- Application to course  
- Consent of department  

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

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**American Political Systems**  
*Amer Political Syst 7568S*  
*Semester Course (0.5 cr)*  
11, 12  

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 2020 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 2020 presidential election. Including select congressional (most notably Wisconsin’s 2nd Congressional District) and U.S. senate campaigns across the country. Students will complete a project covering the 2020 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. An opportunity will also be available for students to attend the 2021 Presidential Inauguration in Washington DC in January of 2021.  

**Note:** Offered Fall 2020, NOT Fall 2021
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, money and banking, the Federal Reserve System, the stock market, inflation, and unemployment. Students use current information and sources to better understand and make decisions in our increasingly complicated economy. Students will participate in the Economics Wisconsin Stock Market Simulation. Students will do personal, as well as family budget simulations.

Global 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 for the Fall of 2021 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 use of drone warfare in combating global terrorism, plus investigating the use of ‘child soldiers’ in selected conflicts around the world.

Note: Offered Fall 2021, NOT Fall 2020

Law
Semester Course (0.5 cr)

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

Recent American History
Semester Course (0.5 cr)

Recent American History is a semester long course that deals with major historical themes and events in American history from post-World War II through the end of the Cold War. Topics include: beginning of the nuclear age, U.S.-Soviet relations during the years of the Cold War, life in America during the 1950’s, the birth of Rock ‘n Roll, the Vietnam War, the counterculture of the 1960’s and the role President Reagan and Mikhail Gorbachev played in bringing the Cold War to an end. Another focus will examine the music of the 1960’s and the role of sport (The United States vs The Soviet Union) during the years of the Cold War.