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***BELMONT COMMUNITY  
SCHOOL DISTRICT***



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**2019 - 2020  
HIGH SCHOOL COURSE BOOK**

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## Belmont Community School District

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Dear Parents/Guardians and Students,

The selection of your courses is one of the most important and crucial pieces in your education and is one of the most important times in the school year. The courses that you select will have a direct impact on your school day and your future. It is my goal that you are thoroughly prepared for your post-secondary plans and that we are ensuring a strong educational foundation that promotes lifetime success.

There are many things that you should keep in mind while choosing your courses. Remember that you want to choose courses that are relevant to your career goals and your career clusters. Your schedule should reflect course choices that are going to challenge you and help you excel as you move beyond Belmont School District. Your classes should clearly reflect your talents, interests, and abilities as well as your individual learning plan. It is necessary for you to become personally invested in your schooling and your course work and a thoughtful selection of your courses will support this. During this course selection process, we will be working together to help identify a plan that suits you best. I strongly encourage you to talk with your parents/guardians about this process; it is important for everyone to work together to ensure that wise decisions are made regarding your course selection process.

Understand that your schedule should create opportunity for all intellectual growth and utilize your talents. If you have any questions please do not hesitate to ask!

Sincerely,

*Brandon Wiese*

Brandon Wiese  
Middle/High School Counselor

## Registration Procedure

1. Each student will receive a copy of the 2019-20 course booklet.
2. Students should look through the course booklet with a parent/guardian to get ideas of courses they wish to take. Develop a four-year plan by filling out the form on page 28 of this course book.
3. Students will be required to take a minimum of seven (7) courses per semester.
4. All students will be asked to make four (4) alternative selections in case of irresolvable conflicts. Please consider your choices carefully as they may become your scheduled courses.
5. Please take special note that some classes may only be offered on a biennial (every other year) basis.
6. Teachers will review preliminary class lists to determine the appropriateness of student choices and may recommend placement changes as needed. If students have questions on the appropriateness/difficulty of a class, please consult with your teachers and/or guidance counselor.

## Most Frequently Asked Questions

### 1. How many credits do I need for graduation?

Students must earn a minimum of 25 credits for graduation – 16.5 required credits and 8.5 elective credits.

- 4 credits of English
- 3 credits of Math (Algebra and Geometry required)
- 3 credits of Science (Biology and a Physical Science required)
- 3 credits of Social Studies (World History and U.S. History required)
- 1.5 credits of Physical Education
- 1.0 credit of Health
- 1.0 credit of Consumer Math
- 8.5 credits of electives
- Civics Exam – The State of Wisconsin mandates that all students must pass a Civics test as part of their graduation requirements. This test is administered through the Social Studies classes, typically in 10<sup>th</sup> grade. The minimum passing grade is 65%. Students who do not pass the test have an opportunity to retake it.

### 2. What is recommended preparation for a 4-year college and university postsecondary option?

- 4 or more credits of English
- 3 or more credits of Math to include Algebra, Geometry, Algebra 2/Pre-Calculus or higher.
- 3 or more credits of Natural Science, including two or more units of lab sciences, such as Biology, Chemistry or Physics.
- 3 or more credits of Social Studies
- 2 or more credits of a single foreign language is strongly advised and is required by some universities.
- 4 or more credits of electives

*(Requirements may vary between colleges)*

Please keep in mind that these are minimum requirements for public universities in the University of Wisconsin System. Because the entrance to colleges and universities is a competitive process, students should concentrate on building a solid academic record throughout high school that exceeds the minimum. To be competitive, students should consider taking 4 credits in science, math, and social studies, and 3-4 credits of a single foreign language. Please also keep in mind that the selection and completion of challenging courses during the senior year is crucial, as students need to maintain high academic standards their final year. A student's admission to a college is never guaranteed until the final senior transcript is received.

3. *Are there prerequisites for all high school courses?*

No, not all courses have prerequisites. Core academic courses in math, science and foreign language are offered in sequence so these classes do have prerequisites. For example, Spanish 1 must be taken before Spanish 2, etc. In elective courses, there may be a recommended sequence to follow such as Art I before Painting. However, in most elective courses, depending upon the individual needs of students, the high school guidance counselor is able to help plan your schedule in the event a recommended sequence cannot be followed. For required classes, it is necessary that students follow the plan for each grade level.

**Credit**

Belmont High School operates on a semester schedule. One semester equals 0.5 credit.

This guide gives Belmont High School students and their parents the information necessary to choose courses for next year. Some courses are required to meet state educational benchmarks that Wisconsin students must learn and know prior to graduation. Elective courses are those which are taken based on student interest. Each student's abilities, interests and educational plans will guide families in their choice of electives.

If you have any questions about which courses to take, please call the school counselor or the principal at 608-762-5131.

**Schedule Changes/Adding and Dropping Courses**

The selection of courses for the upcoming year is critical to our scheduling process. Staffing and the number of sections offered are based on student interest. This means that courses with low enrollment may be canceled after the course selection process is complete. It is imperative that all course selections are made with serious consideration. Since the budget, schedules, class sections, and staffing is built around student interest and their initial choices, schedule changes are minimal once a schedule is complete. Students are only able to change their schedule prior to the completion of the first week of each semester. Approval must be pre-approved by parents/guardians and the teachers of the classes that are being switched. The *ADD/DROP Classes* form must be completed prior to the change from school counselor.

## Honor Roll, Grade Point Average (GPA), and Class Rank

The Belmont High School Honor Roll and High Honor Roll are based on a 4.0 grading scale. Students are given grades A, B, C, D, or F, according to the quality of their work. The numerical equivalents of these grades are listed below. Each Student's grade point average is calculated for each semester on the 4-point basis.

To be eligible for the Honor Roll, a student must earn a GPA of:

- 3.90 to 4.00 for Distinguished Honors
- 3.50 to 3.89 for High Honors
- 3.00 to 3.49 for Honors

\*\*\*Please note:

- All courses are used in computing the GPA and Honor Roll.
- All SRTNC courses are used in computing the GPA and Honor Roll.
- All Early College Credit Program (ECCP) course, Online courses, and Advanced Placement courses are used in computing the GPA and Honor Roll.
- A four (4) year cumulative grade point average of 3.33 will earn gold cords at graduation.
- To earn an academic letter, a student must earn a GPA of 3.50 for a full school year.

\*Example: Gold Bar – 3.90

Silver Bar – 3.50

## Grading Scale

Grade	Grade Points	Grading Scale
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	59-Below
I	0.00	*I = Incomplete

## Repeating Failed Classes

Failed required courses must be repeated. Initially, failed classes will be taken either during the following semester - repeating the class - or during the following summer, if offered. Summer credit recovery at Belmont is generally reserved for upperclassmen and is taken through available in-house or online courses and may include an on-site component. Eligibility and enrollment in these courses is per the recommendation of staff members and determined/approved on a case-by-case basis by administration.

# INFORMATION YOU NEED TO KNOW WHEN PLANNING YOUR BELMONT ACADEMIC CAREER PLAN (ACP)

## **Courses of Study / Career Pathways and Career Clusters**

The Belmont Course Guide incorporates the Career Clusters into the course selection process. The U.S. Department of Education's Career Clusters is organized into 16 broad categories that encompass virtually all occupations from entry through professional levels. Career Clusters identify the knowledge and skills needed to follow a pathway toward career goals and provide a context for exploring the many occupational options available. These tools, Courses of Study and Career Pathways, are ways for students to group their required courses and electives into a coherent sequence in preparation for college and careers. Utilizing the 16 Career Clusters, students can identify pathways from high school to two- and four-year colleges, graduate school, and/or directly into the workplace. By connecting education to future goals, students are motivated to work harder and enroll in more rigorous courses. They become invested in their Belmont course work and strive to achieve their career goals and become dedicated to their success.

The 16 Career Clusters are identified below:



Almost all career possibilities can be found within the clusters. It is our goal that each student will have their own individual Academic and Career Plan (ACP) utilizing these career clusters. There are many tools that we use to aid in students learning plans. It is also essential to communicate the learning plans with parents, school counselors and other relevant people. These learning plans are essential in developing their career and college goals.

### **NOTE:**

The Career Pathways are recommendations only and are not intended to direct students away from areas of interest including art, music, theater/drama, Advanced Placement, career/tech ed, etc. The Career Pathway recommendations are based on the website [www.careerclusters.org](http://www.careerclusters.org). Belmont staff members have worked to match identified competencies with the curriculum in determining the listings on the pathway pages.

# **Work-Based Learning**

## **Youth Apprenticeship**

### What is Youth Apprenticeship?

Available to Juniors and Seniors, Youth Apprenticeship involves coursework and related work-based learning relevant in many Career Pathways. These one or two-year programs are designed to integrate school-based and work-based learning. Programs will provide academic and occupational skills necessary for employment and/or advanced standing in a post-secondary technical program. Employment sites must be willing to pay Youth Apprentices at least minimum wage via company payroll which includes workers compensation and payroll taxes. They must also be willing to work with the school Youth Apprenticeship instructor.

### Benefits of Youth Apprenticeship

Upon successful completion of a Youth Apprenticeship program, students will receive, in addition to high school credit, advanced standing credits toward an Associate Degree if they enroll in a Wisconsin Technical College System program. Students will receive a Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development for completion of a Level 2 program, and a Certificate for Level I completion. Upon completion of 450 hours of related work and completion of a Competency Checklist, students are granted a Level I Youth Apprenticeship Certificate by the Wisconsin Department of Workforce Development. A two-year program with successful completion of 900 hours of work-based learning and a two-year competency checklist earns students a certificate of Occupational Proficiency from DWD.

# **Education Advancement Options**

## **Start College Now Program & ColLEDGE UP Program**

### What is the Start College Now & ColLEDGE UP Program?

These two programs are available to students in 11<sup>th</sup>-12<sup>th</sup> grade(s) who are in good academic standing. Through this program students can take one or more courses at a Wisconsin Technical College to receive dual credit at high school and college. Students will receive dual credit at the high school rate of 0.25 credits per 1 college credit. Students are eligible for this program during Fall and Spring semesters with the maximum number of total credits being 18 credits. Applications for these two programs for the Fall semester must be into the school counselor by March 1<sup>st</sup> of the previous semester and for the Spring semester by October 1<sup>st</sup> of the previous semester. Then, the applications go to the school board for approval. The school board can deny approval if the district offers a comparable course or the course does not satisfy high school credit. The school district will notify students of their approval/disapproval status. If approved, the student then has to apply to the Technical College directly in order to be admitted into the course. The Technical Colleges must admit the student unless the course is at max capacity or if prerequisites for the course are not met. The school district will pay the full amount of the course and fees included. If transportation is needed, all costs for transportation will be the student's responsibility. In the event that a student receives a failing grade in the course, the student is responsible for the total cost and fee of the course.

## **Early College Credit Program**

### What is the Early College Credit Program (\*this program replaced Youth and Course Options)?

The *Early College Credit Program* (ECCP) is available to students 9<sup>th</sup> – 12<sup>th</sup> grade. Through this program students can take one or more courses at institutes of higher education to receive dual credit, at high school and college, or postsecondary credits only. The Institutes of Higher Education include UW System

Institutes, tribally controlled colleges, and private institutes. Students are eligible for this program during Fall and Spring semesters in which they are enrolled at the school district. Applications for *Early College Credit Program* for the Fall semester must be in to the school counselor by March 1<sup>st</sup> of the previous semester and the for the Spring semester by October 1<sup>st</sup> of the previous semester. Then, the applications go to the school board for approval. The school board can deny approval if the district offers a comparable course or the course does not satisfy high school credit. The school district will notify students of their approval/disapproval status. If approved, the student then has to apply to the institute directly, in order to be admitted to the course. The Institute of Higher Education must admit students unless the course is at max capacity or if prerequisites for the course are not met. The maximum amount of credits a student can complete through this program is 18 credits. Students who will receive dual credit at the high school and college, the rate is 0.25 credits per 1 college credit. The cost and fees for the course is split between the school district 75% and the state (Wisconsin), 25%. In the event that a student receives a failing grade in the course, the student is responsible for the cost in which the school district has paid.

## **Advanced Placement**

### What is Advanced Placement (AP)?

The *Advanced Placement* is a cooperative educational endeavor between high schools, Gateway Technical College, colleges and universities. It allows students to enroll in college-level courses while in high school, and gives them the opportunities to show mastery by taking an AP exam. Students will receive credit, advanced placement or both at most colleges and universities. The amount of credit received varies on the college, AP score, and the subject. Some colleges grant up to six college credits for a score of 5. Students are also able to move into a higher level class at college as a freshman. This not only translates into time saved, but also a financial savings for each credit earned while in high school.

### AP Exam

AP exams are given during the month of May. Every student takes the same exam at the same time. Each exam consists of two sections. The first section is made up of multiple choice questions. The other section consists of free-response questions in various formats; essays, audio taped responses, analysis of historical documents, extended problem solving, etc.

The AP grading scale is as follows:

- 5      Extremely well qualified
- 4      Well qualified
- 3      Qualified
- 2      Possibly qualified
- 1      No recommendation

Students will receive their grade report in July. Most technical colleges, colleges and universities accept AP scores of 3 or above.

## **SRTNC**

### What is the SRTNC Program?

SRTNC is a consortium of distance learning members that utilizes the latest in fiber optic technology to provide an educational tool for students and community members of Southwest Wisconsin. Using synchronous video and asynchronous blended delivery methods, its goal is to expand and enhance educational opportunities for all students and citizens within the member school districts. Basically it allows our students to take courses offered by other schools that we do not offer in Belmont; it creates an interaction between districts. The ColLEDGE UP Program utilizes SRTNC to connect and communicate with students for their classes as well.

# ART

## **INTRODUCTION TO ART**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

This is an introductory course. It emphasizes art concepts basic to all artistic endeavors. It focuses on the foundations in the elements and principles of design. The elements of art are: Shape, Value, Texture, Color, Form, Line and Space. The Principles of Design are: Pattern, Balance, Movement, Contrast, Unity, Rhythm and Emphasis. Projects will reflect a bit of each art class offered at Belmont High School.

Students will become familiar with drawing, painting and many shading and color processes associated with these mediums. Required projects include 3-D work in sculpture or ceramics. Students will be critiquing their artwork. This class is designed to promote a students' awareness of observing his/her own environment. That is, to direct students to have a new way of looking at objects or a scene.

Throughout the course, skills are built in idea formation, grid thinking, and the use of perspective. Some study of art history is also included in this course. A sketchbook will be assigned each week with a different artist, concept or movement.

## **DRAWING**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

Students will experiment with a number of drawing mediums, including pencil, pen, ink wash, colored pencil, oil pastel, chalk pastel, charcoal, markers, scratchboard, and mixed media. Students learn to do open ended problem solving based on projects ranging from the figure, portraits and landscapes, to still life and abstractions. Linear perspective and art history are explored. A sketchbook will be assigned each week with a different artist, concept or movement. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Drawing II, III, & IV.*

## **PAINTING**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

Painting allows students to do in depth study in the use of watercolor, acrylic, and oil paints in a variety of subject matter. Students explore the art of stretching canvas. A study of art history is also included in this course. A sketchbook will be assigned each week with a different artist, concept or movement. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Painting II, III, & IV.*

## **POTTERY**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

This class explores five of the most common ways pottery can be made. We begin with pinch, coil, and slab hand building techniques. We will also work with the drape or sling method, finally exploring wheel thrown pottery. Students will learn about various decorating techniques and operating the electric kiln. Students will learn to use language devoted to the study of ceramic arts. A sketchbook will be assigned each week with a different artist, concept or movement. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Pottery II, III, & IV.*

### **ADVANCED ART**

*Prerequisite: Intro to Art and must have grade C or Higher*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

This course is designed to allow advanced students the opportunity to further develop their skills and interests in specific areas of art coursework. Students will contract on an individual basis with the instructor in project areas that fall under one or more of the following: drawing, painting, potter, and sculpture. This course may be retaken with a change in project subject matter and materials to further enhance student development. A sketchbook will be assigned each week with a different artist, concept or movement.

### **GRAPHIC DESIGN**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

Graphic Design is the art of visual communication through two-dimensional works. Students considering a career in the design fields such as book design/ publishing, advertising, presentation design, packaging design, magazine layout, corporate design, motion graphics, animation or web design should enroll in this course. Students will apply their knowledge of the elements and principles of design to strengthen their visual literacy. We will explore a range of design techniques using various media and software programs and study the design work of contemporary and historical designers. Possible projects include symbol development, poster design, CD covers, book arts and web design. Students will be working on publications for the community throughout the year. Written, visual and research-based journal assignments are given regularly as independent work. Students are expected to strengthen their verbal, written and visual communication based deeply in the elements and principles of design. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Graphic Design II, III, & IV.*

### **INDEPENDENT ART STUDY**

*Prerequisite: Intro to Art and must have grade C or Higher*

*Credit: .5*

*Grades: , 10, 11, 12*

*Elective*

An advanced level course to be taken only with instructor permission will allow students to pursue specific areas of interest in art mediums. Students will be required to research and study art movements and artists of interest, and will be required to write a paper and plan a project that they will complete on a set timeline. Individual responsibility is a large part of this class as the student will be deciding the projects and guidelines with the instructor.

# AGRICULTURAL SCIENCES

## INTRODUCTION TO AGRICULTURE

*Prerequisite:* None  
*Credit:* 1  
*Grades:* 9, 10, 11, 12  
*Elective*

An introduction to Ag Science, Ag Mechanics, and Ag Structures. Time will be spent in the classroom and the shop area. We will cover different subject in the three main curriculum areas. This course is an introduction to all other Agriculture classes. Students will have a quarter one focus on soils, cheese and milk quality, hand tools, and hand tool woodworking. There will be a quarter two focus on Parliamentary Procedure, CO2 Cars, and livestock evaluation. There will be a quarter three focus on electricity, dairy cattle evaluation, and welding. The quarter four focus will be power tools safety, power tool projects, and horticulture.

## AGRICULTURAL BUSINESS

*Prerequisite:* None  
*Credit:* 1  
*Grade:* 9, 10,11,12  
*Elective*

This course is intended for the Ag-Ed student who is interested in the financial world of agriculture. All aspects of finances in the world of agriculture will be covered including financial instruments, credit, markets and marketing, financial strategies and entrepreneurship. Students will also work through the CBOT, business management, risk management, banking, and types of business structures. We will also discuss value added products such as organic and agritourism. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Agricultural Business II, III, & IV.*

## AGRICULTURAL MECHANICS

*Prerequisite:* None  
*Credit:* 1  
*Grades:* 9, 10, 11, 12  
*Elective*

There will be a focus on working in various areas of Agricultural Mechanics; working extensively with small engines, welding, sheet metal, electricity, and painting. This will be held mainly in the shop area with some lessons in the classroom setting. There will be a focus on tools and equipment used in the mechanical field. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Agricultural Mechanic's II, III, & IV.*

## **AGRICULTURAL STRUCTURES**

*Prerequisite:* None  
*Credit:* 1  
*Grades:* 9, 10, 11, 12  
*Elective*

There will be a focus on the area of woodworking and construction methods. The class will begin with basic drafting and then progress into tool and machine safety, and finally tool and machine use. Project building will be used as a way to increase knowledge in this area. There will be a focus on the area of woodworking and construction methods. Students will be required to produce more elaborate projects to increase their skill level. There will be a basic focus on construction today. Students will be required to build a wall and put electricity and plumbing fixtures into the wall. Students will build a large scale building such as a lawn mower shed. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Agricultural Structures II, III, & IV.*

## **HOME/AUTO MAINTANENCE**

*Prerequisite:* None  
*Credit:* 1  
*Grades:* 9, 10, 11, 12  
*Elective*

This is a course set up to help students, with very little knowledge in home and car repair, become more independent. We will focus on building basic skills and knowledge in these areas. After we finish the maintenance portion of the class we will go into what decisions have to be made when building and decorating a new home. Several field trips and guest speakers will be used to give students practical knowledge in the areas of home and car purchasing and maintenance. This course will be taught at a beginner's level.

## **AGRICULTURE CERTIFICATION CLASSES**

*Prerequisite:* None  
*Credit:* .5  
*Grades:* 9, 10, 11, 12  
*Elective*

These certified classes range from agriculture to natural resources and also include additional advance elective options within the business and construction clusters. Classes selected from this category are taught online or through the agriculture department. Each class is pre-certified to allow students to complete the mini AP exam that can be transferable to any technical college if the student should choose to go that route at the end of the class.

# BUSINESS TECHNOLOGY ENGINEERING

## **CONSUMER MATH**

*Prerequisite: None*

*Credit: 1*

*Grades: 11, 12*

*Required*

The purpose of this course is to inform students of various financial responsibilities and prepare for living on their own. This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

## **MASS MEDIA**

*Prerequisite: None*

*Credit: 1*

*Grade: 10, 11, 12*

*Elective*

This course focuses on using technology to produce various tools of communication. Throughout the year students will complete a variety of projects using word processing design, photography, digital recording, and movie making software. Included in this course is newspaper writing, editing, and design. Students are required to make responsible decisions relating to publication of materials. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Mass Media II, III, & IV.*

## **MATHEMATICS OF STEM**

*Prerequisite: Geometry*

*Credit: 1*

*Grades: 10, 11, 12*

*Elective*

This course is intended for those interested in pursuing studies in the STEM field. We will be exploring several STEM disciplines including mechanical, electrical and civil. Projects will include but are not limited to flight (hot air balloons, gliders, powered), building bridges, building Rov's, building a robot, study of computers/technology and how to design transportation grids. We will look at these from both an investigative and a hands-on point of view.

# ENGLISH

## **ENGLISH 9**

*Prerequisite: None*

*Credit: 1*

*Grades: 9*

*Required*

This course focuses on developing reading, writing, and communication skills. The goal is to develop collaborative, self-directed learners who can read and respond deeply, fostering a deeper understanding of the human experience. Students will develop thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving. Students will read and analyze literature including prose, poetry, drama, and novels. Students will explore realistic fiction. Written tasks will include essays, research projects, poetry, and prose. Research projects will include correct documentation. Vocabulary development and writing mechanics will be emphasized throughout the year.

## **ENGLISH 10**

*Prerequisite: English 9*

*Credit: 1*

*Grades: 10*

*Required*

This course focuses on developing reading, writing, and communication skills. The goal is to develop collaborative, self-directed learners who can read and respond deeply, fostering a deeper understanding of the human experience. Students will explore and analyze literature, including poetry, prose, and novels. Historical fiction will be emphasized. Oral communication will be required with students preparing and presenting informal and formal speeches. Areas of writing include poetry, essays, and research based writing. Research projects will include correct documentation. Vocabulary development and writing mechanics will be emphasized throughout the year.

## **ENGLISH 11/AP LANGUAGE**

*Prerequisite: English 9-10*

*Credit: 1*

*Grades: 11*

*Required*

This course focuses on American Literature. Throughout the year students will read and analyze various writings of famous American authors. Students also engage in research, creative, and essay writing. Reading selections will include prose, poetry, and American novels. This course includes a research project which will include correct documentation. Vocabulary development and writing mechanics will be emphasized throughout the year.

## **ENGLISH 12**

*Prerequisite: English 9-10-11*

*Credit: 1*

*Grades: 12*

*Required*

*NOTE: This is an articulated course with SWTC. Students must maintain an "A" for four quarters to receive advance standing.*

This course focuses on the basic elements of technical communications with an emphasis on workplace communication. Students are required to write a variety of technical documents. This course is designed to prepare students planning to attend technical college. Areas of study include communication, teambuilding, writing technical documents, business correspondence, and oral communication. Vocabulary and writing mechanics are emphasized throughout the year.

## **AP LITERATURE & COMPOSITION**

*Prerequisite: English 11 and B Average*

*Credit: 1*

*Grade: 12*

*Elective*

This course is designed to prepare students who plan to attend a 4-year university. The focus of the course will include the following: Grammar and mechanics, Vocabulary development, The Writing Process, Writing with a purpose: expository, descriptive, analytical  
Literature: selected short stories, poems, novels, drama

# MATHEMATICS

## **ALGEBRA I**

*Prerequisite: 7<sup>TH</sup> grade math and teacher recommendations / 8<sup>th</sup> grade Math*

*Credit: 1      \*(High School credit does not count for 8<sup>th</sup> grade student but allows advancement)*

*Grades: 8, 9*

*Required*

Course Description: This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized.

## **GEOMETRY**

*Prerequisite: Algebra A/B*

*Credit: 1*

*Grades: 9, 10, 11, 12*

*Elective*

This course develops a structured mathematical system employing both deductive and inductive reasoning. It includes plane, spatial, coordinate, and transformational geometry. Algebraic methods are used to solve problems involving geometric principles.

## **ALGEBRA II**

*Prerequisite: Algebra I and Geometry*

*Credit: 1*

*Grades: 10, 11, 12*

*Elective*

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, conic sections, exponential and logarithmic functions, graphing, and sequences and series will be explored.

## **PRE-CALUCLUS**

*Prerequisite: Algebra II*

*Credit: 1*

*Grades: 11, 12*

*Elective*

This accelerated course is designed for students interested in pursuing a math related curriculum in college. Topics include functions, series, sequences, matrices, complex numbers, conic sections, polar and parametric equations, linear regression, vectors, trigonometric identities, applications of trigonometry, and an introduction to Calculus. Since this course is designed to prepare students for college level math, the pace and expectations are very high.

## **APPLIED MATH**

*Prerequisite: Algebra I and Geometry*

*Credit: 1*

*Grades: 11, 12*

*Elective*

*NOTE: This is an articulated course with SWTC*

This course presents basic math facts and procedures used in everyday applications. These procedures include: making and converting measurements; using formulas to solve problems, computing dimensions of geometric shapes; using charts, tables, graphs, and statistical tools to represent and analyze data; analyzing various financial situations and using basic right triangle trigonometry. Students earning a B average for the class may obtain dual credit at Southwest Technical College.

## **AP CALCULUS**

*Prerequisite: Pre-Calculus*

*Credit: 1*

*Grades: 12*

*Elective*

AP Calculus is an advanced placement class that may allow for college credit or advanced standing when entering college. This course will permit you to challenge yourself in a college level mathematics course. Unlike Pre-Calculus a much higher emphasis will be placed on your ability to communicate mathematics both in a written and verbal format. Each assignment has problems which require you to write to explain your work. Students will be able to work with functions and understand their connections represented in a variety of ways such as graphical, numerical, analytical, or verbal. Students will work on understanding the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems. Students will be able to understand the meaning of the definite integral, the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.

# MUSIC

## **HIGH SCHOOL CHOIR**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

High School Choir is a non-auditioned performing group of singers for grades 9 through 12. The class enjoys a variety of music from all eras and genres. The class has several performing opportunities throughout the year, including the following:

*Six Rivers West Conference Honors Choir*

*Belmont Schools Veterans Day Programs*

*Holiday Concert*

*Dorian Vocal Festival at Luther College*

*POPS Concert*

*Solo and Ensemble Contest*

*Cabaret*

*Fine Arts Concert*

*Large Group Contest*

The choir students learn to sing unison, two-part, and three-part music. They review musical elements with each selection rehearsed and performed. The students also learn sight singing. We discuss the proper placement of the voice when singing and how to use proper breath support. Weekly lessons during study hall or before/after school are required. This class is a special opportunity where teamwork and patience is learned. It is a place where students meet new friends and have fun while making music together!

## **HIGH SCHOOL BAND**

*Prerequisite: None*

*Credit: .5*

*Grades: 9, 10, 11, 12*

*Elective*

This performing group will meet twice each week and every other Friday opposite choir. Students enrolled in band will receive a 0.5 credit each year. There is no pre-requisite for this performing group, but is recommended that the student has played for at least one year prior. In the fall, the band members march in two or three local parades and the Belmont Fair half-time show. After marching season, the band rehearses for the four upcoming concert band performances throughout the year. The students are required to attend a weekly lesson, perform in the pep band, and participate in our conference Solo and Ensemble Festival. The group experience will enhance their musical abilities through interaction with other musicians. Several enrichment activities are available throughout the year including Six Rivers Conference Honors Band, Dorian Music Festival, Tri-State Music Festival, UW-Platteville Jazz Festival, and participation in Pep band and Jazz band.

## **GUITAR**

*Prerequisite: None*

*Credit: 1*

*Grades: 9, 10, 11, 12*

*Elective*

This is a beginning instruction on the guitar. It covers open chords, power chords, moveable chords (barre chords), accompaniment techniques and a variety of playing techniques and scales including both pick style and finger picking approaches to the guitar. The course also includes music fundamentals, theory, songs, solo and group performance, listening, composing, analyzing and learning how to read standard music notation and tablature. There is no prerequisite for the course. By playing guitar, you have chosen to be part of an exciting and rewarding adventure. Playing guitar provides an expressive way of sharing your feelings and emotions. Through guitar playing, you will have friends that share a common interest with you. You will experience the joy of making music together. Playing guitar provides the opportunity to develop your interpersonal skills. It takes teamwork and cooperation to play together, and you must learn how to work with others. As you critique your own playing and group ensembles, you can improve your ability to analyze and communicate your thoughts clearly. Even if you do not pursue a career a music career, music can be an important part of your life. There are many opportunities not related to a job or career. Playing guitar as a hobby can provide you with personal enjoyment, enrich your life, and teach you life skills. Playing guitar is something you can do for the rest of your life. In this course, you will be presented with the basic performance skills and music literacy. You will be exposed to music from other cultures, from different styles and genres, and from various historical periods. This text was written to provide you with a meaningful experience. Your exciting journey in guitar music is about to begin.

## **MUSIC HISTORY AND THEORY**

*Prerequisite: Participate in a performing group at least one year prior.*

*Credit: 1*

*Grades: 9, 10, 11, 12*

*Elective*

This course will enhance the students' musical experience by learning how music is constructed, how scales and chords are formed, the relationship between major and minor keys, and how music is composed through melody, harmony, and chord progressions. The history component of this course will broaden the students' understanding of music by providing the historical context during each of the musical eras – from the Middle Ages through the 21st century.

# PHYSICAL EDUCATION AND HEALTH

## **PERSONAL FITNESS**

*Prerequisite: None*

*Credit: 1*

*Grades: 9, 10, 11, 12*

*Required/Elective Once Requirement Met*

The emphasis of this class is to develop students' speed, agility, physical strength and endurance through weight training and speed and agility training. This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Skill development in a variety of individual and team sports will also be emphasized. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. *\*This class can be taken as an advanced option as well once a student has completed the prior year; Example: Personal Fitness II, III, & IV.*

## **HEALTH**

*Prerequisite: None*

*Credit: 1*

*Grades: 10*

*Required*

This class is designed to give the students' opportunities to apply the National Health Education Standards skills in authentic, real-world situations and help students develop proficiency in these skills, which in turn will help improve healthy outcomes. The focus will be on increasing your health literacy through skill development and the acquisition of functional information. This skills-based approach to health education is designed to prepare students for success by supporting the development of skills and acquisition of knowledge student need now, and will need in the future, to maintain or enhance your health.

# SCIENCE

## **BIOLOGY**

*Prerequisite: None*

*Credit: 1*

*Grades: 9*

*Required*

Biology is the “study of life” and is a prerequisite for freshman. The areas covered include: Microbiology (Chapters 7-9), Genetics (Chapters 10-12), Evolution and Classification (Chapters 15-17), Protista (Chapter 19), Invertebrate animals (Chapters 25-29), and Vertebrate animals (Chapters 30-32).

## **CHEMISTRY**

*Prerequisite: Biology*

*Credit: 1*

*Grades: 10*

*Required*

Chemistry is the study of relationships between forms of matter and how matter can change. The areas covered include: Intro to Chemistry, Atomic Structure, Electron Configuration, The Mole, chemical equations, Stoichiometry, gases and liquids, solutions, chemical equilibrium, and acids and bases.

## **ENVIRONMENTAL SCIENCE**

*Prerequisite: None*

*Credit: 1*

*Grades: 11, 12*

*Elective*

Environmental Science is the studies of how all organisms interact with their environment and what can be done to improve these interactions. There will be a focus on the earth, ecological interactions, biomes, global ecosystems, energy resources, and managing human impact.

## **ANIMAL/VET SCIENCE**

*Prerequisite: Intro to Agriculture*

*Credit: 1*

*Grades: 10, 11, 12*

*Elective*

An introduction into biological science in the large animal species. All farm production animal species, and the basic veterinary practices used in today’s animal industry. Terminology and disease presentation and prevention will be discussed. Students will have a chance to take temperatures, do fecal cultures for parasites, and examine sperm motility, which are just a few of the labs that students will take part in. Students will also learn to give shots to oranges and grapefruit. There will be fieldtrips to study common procedures like neutering small animals and working large animals. All farm production and animal species will be discussed from cattle, pigs, horses to turkeys, rabbits, cats, dogs, and even bees. The reproductive systems as well as digestive systems, genetics and the physiology of udder function will be highlighted. This class has been reviewed by the state and is a science equivalent credit.

## **ANATOMY AND PHYSIOLOGY**

*Prerequisite: Physical Science and Biology*

*Credit: 1*

*Grades: 11, 12*

*Elective*

Focuses on the study of how the human bodies macroscopic and microscopic structures relate to their functions. There will be a specific focus on cytology, histology and integumentary system, bones, muscles, nervous system, special senses, cardiovascular system and digestive system.

## **PHYSICS**

*Prerequisite: Physical Science and a "C" average in Algebra I and II*

*Credit: 1*

*Grades: 11, 12*

*Elective*

Conceptual Physics is intended to introduce students to many of the main principles of physics. Physics is the basis for all other sciences. The course utilizes a less mathematical and more verbal approach to explain how everyday events occur. Students will be required to use basic algebra, perform experiments, interpret data and use higher order thinking skills to apply principles to everyday phenomena.

# SOCIAL STUDIES

## **UNITED STATES HISTORY**

*Prerequisite: None*

*Credit: 1*

*Grades: 11*

*Required*

This course will consist of an overview of United States History from the start of the Civil War concluding with events that took place during the 1990's. By following the State Social Studies Standards and the Common Core State Standards for Literacy in History and Social Studies students will gain critical thinking skills and reading comprehension skills to develop the ability to construct quality connections between historical people, events, and concepts. With these skills, students will gain a general overall knowledge of the people, events, and concepts that have formed our country into what it is today.

## **WORLD HISTORY**

*Prerequisite: None*

*Credit: 1*

*Grades: 9*

*Required*

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

## **SOCIOLOGY**

*Prerequisite: None*

*Credit: 1*

*Grades: 10,11,12*

*Elective*

Sociology studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Sociology teaches us to look at life in a scientific, systematic way. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

## **CURRENT ISSUES**

*Prerequisite: None*

*Credit: .5*

*Grades: 10, 11, 12*

*Elective*

This course will consist of an overview of daily world events and social issues. We will discuss in depth hot topic issues that are currently facing our society; it will be essential for the students to research and act like historians to fully understand the concept of the content.

## **UNITED STATES GOVERNMENT**

*Prerequisite: World History*

*Credit: .5*

*Grades: 10*

*Required*

This course develops an in-depth understanding of the United States Government and all its complexities. There will be an overview of the United States Federal Government from the signing of the Constitution to the explanation of the functions of the three branches of the government. The roles and functions of the State and local government will be closely examined. Citizenship and the responsibilities that come along with it will be discussed. It is a goal to gain all the content knowledge of the ideas discussed, use students as historians.

## **ECONOMICS**

*Prerequisite: United States Government*

*Credit: .5*

*Grades: 10*

*Required*

The economics course is for students to understand how money works in the real world. The course overviews a variety of economics topics such as: basics of economic thinking; supply and demand; income inequality; how business and government operate within the economy; international trade; investments and stock market; and personal finance. Economics explores these various topics through engaging activities, projects, research, discussion/lectures, and a variety of assessments.

## **PSYCHOLOGY/AP PSYCHOLOGY**

*Prerequisite: None*

*Credit: 1*

*Grades: 10, 11, 12*

*Elective*

This course is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. You will be exposed to the psychological facts, principles and phenomenal associated with each of the major subfields within psychology. You will also learn about the ethics and methods psychologists use in their science and practice.

# SPECIAL EDUCATION

## **Special Education Department**

Belmont High School is committed to serving students with individual needs. Belmont High School follows an inclusion model of instruction by offering individual assistance in regular classes or individualized curriculum depending on the needs of each student. Freshman students with individual needs are assigned a special education teacher who will remain a case manager until high school graduation. The student, parent/guardian, special education teacher, and school counselor will work together to develop an appropriate schedule to meet the individual needs of the student. Students and guardians are encouraged to contact their case manager for assistance with any special needs.

## **TRANSITION SKILLS**

*Prerequisite: None*

*Credit: 1*

*Grades: 10, 11, 12*

*Elective*

Transition Skills is a course designed for students with disabilities to help prepare them for life after high school. It is designed to increase self-esteem and social relationships, build problem-solving and decision-making skills, and enhance the ability to make realistic decisions about careers and living independently in the community. By discovering personal strengths and challenges, understanding rights as a citizen, and communicating properly to others, students will gain knowledge of their potential and their leadership skills by documenting activities in a career portfolio.

Students with disabilities will learn how to become strong self-advocates in order to effectively communicate in high school/college, at home with family, at work with bosses/co-workers, and with friends. Students will develop an understanding of their disability; learn accommodation needs, gain interviewing skills, become prepared for the workforce, increase knowledge of career options, visit a post-secondary institution, and complete community service activities.

# TUTORING

## **Tutoring**

*Prerequisite: none*

*Credit: .5*

*Grades: 11, 12*

*Elective*

Tutoring is an additional option for students as an elective course. The primary focus is to develop communication, organizational, and leadership skills throughout the building. Student tutors can assist any professional staff member throughout the district to lead and assist with skills that will allow them to prepare for their career after high school. Students who select to tutor often assist within a classroom setting but not limited to this option. This semester elective prepares students for a potential career in education, social work, business, and more. The emphasis is to learn and transfer employable skills into their life as a student and beyond the high school curriculum. Tutoring can be taken multiple times if it aligns with the student's post-secondary plans.

# WORLD LANGUAGE

## **SPANISH I**

*Prerequisite: none*

*Credit: 1*

*Grades: 9, 10, 11, 12*

Spanish I is a fun and exciting introduction to the Spanish language and culture through various activities, games and lots of practice. While this course offers fun and excitement, it also requires dedication on the part of the student in completing daily homework. Students will begin speaking basic conversational Spanish within the first few days of class! Students should expect to participate daily in class activities, be prepared to move, act silly and have fun exploring another language and culture.

## **SPANISH II**

*Prerequisite: Successful completion of Spanish I*

*Credit: 1*

*Grades: 10, 11, 12*

Spanish II is a continuation of Spanish I with emphasis on developing competency in the language skills: listening, speaking, reading and writing. In addition students will continue to improve their reading, writing and verb conjugating skills in the present tense in Spanish. Students will be expected to be able to follow verbal cues and instructions in the Spanish language, which will be used as exclusively as possible.

## **SPANISH III**

*Prerequisite: Successful completion of Spanish II*

*Credit: 1*

*Grades: 11, 12*

In Spanish III, students will expand their knowledge in both spoken and written forms of the Spanish language and culture. We will focus on more advanced grammar and vocabulary expansion. We will use games, activities and various projects (both written and oral). Students will also have opportunities for creative expression through video, Power Point and other avenues of their choice.

## **SPANISH IV**

*Prerequisite: Successful completion of Spanish III*

*Credit: 1*

*Grades: 12*

Students will participate actively using oral and written forms of the language with increased competency and proficiency. Curriculum includes conversation, interviews, advanced grammar, literature, current music, and culture. Students continue Internet work in Spanish. Students taking this course will be informed about university retroactive credits, the Spanish placement exam, and the Spanish AP Exam.

\*All world language courses are electives for Belmont, but you may find they are requirements for your post-secondary goals.

## FOUR YEAR PLANNING GUIDE

<b>Subject</b>	<b>Belmont Requirements</b> <ul style="list-style-type: none"> <li>✓ 25 Credits</li> <li>✓ Successful completion of the following subject and credit requirements:</li> </ul>
<b>English</b>	4 Credits including: <ul style="list-style-type: none"> <li>○ English 9</li> <li>○ English 10</li> <li>○ Junior/Senior Year = 2 credits of English (English 11, English 12, AP Composition, AP Language)</li> </ul>
<b>Social Studies/History</b>	3 Credits choosing from: <ul style="list-style-type: none"> <li>○ World History</li> <li>○ US Government/Economics</li> <li>○ US History</li> <li>○ Sociology</li> <li>○ AP Psychology</li> </ul>
<b>Science</b>	3 Credits choosing from: <ul style="list-style-type: none"> <li>○ Biology</li> <li>○ Chemistry</li> <li>○ Junior/Senior Year = 1 credit (Physics, Anatomy and Physiology, Animal Vet Science, Environmental Science)</li> </ul>
<b>Math</b>	3 Credits choosing from: <ul style="list-style-type: none"> <li>○ Algebra I</li> <li>○ Geometry</li> <li>○ Algebra II</li> <li>○ Applied Math</li> <li>○ Pre-Calculus</li> <li>○ AP Calculus</li> </ul>
<b>Physical Education</b>	1.5 Credits including: <ul style="list-style-type: none"> <li>○ Personal Fitness I (9<sup>th</sup> Grade)</li> <li>○ Semester Elective in PE</li> </ul>
<b>Health</b>	1 Credit: <ul style="list-style-type: none"> <li>○ Health Education</li> </ul>
<b>Personal Finance</b>	1 Credit: <ul style="list-style-type: none"> <li>○ Consumer Math/Per. Finance</li> </ul>
<b>Electives</b>	Minimum Requirement: 8.5
<b>Total Credits</b>	25

<b>Subject</b>	<b>Entrance Requirements for MOST University of Wisconsin Schools**</b> <ul style="list-style-type: none"> <li>✓ Rank in the 30%-50% of class</li> <li>✓ Successful completion of the following:</li> </ul>
<b>English</b>	4 Credits
<b>Social Studies/History</b>	3 Credits Required (4 Credits Recommended)
<b>Natural Sciences</b>	3 Credits *Lab Sciences (4 Credits Recommended)
<b>Math</b>	3 Credits including: <ul style="list-style-type: none"> <li>○ Algebra I</li> <li>○ Geometry</li> <li>○ Algebra II or Applied Math (4 Credits Recommended)</li> </ul>
<b>World Language</b>	2 years of a single World Language Please verify the entrance requirements for the school(s) you are interested in attending. Some requirements could range anywhere from 0-4 years.
<b>Advanced Placement or College Credit Classes (ECCP)</b>	It is highly suggested that you take any AP or ECCP courses in order to have the opportunity to gain college/university credit.
<b>Electives</b>	Students completing rigorous courses, including senior year, will be stronger candidates for admission.

**\*\*Please verify admission requirements with the specific school of your choice. \*\***

# Four-Year High School Plan

Name: \_\_\_\_\_ Graduation Year: 20\_\_\_\_\_

Registration Year: 20\_\_\_\_\_

9 <sup>th</sup> Grade	Credit
English 9	1.0
World History	1.0
Science – Biology	1.0
Math – Algebra or Geometry	1.0
Personal Fitness - PE 9	1.0
Elective _____	_____
<b>Grade 9 Total Credits</b>	_____

10 <sup>th</sup> Grade	Credit
English 10	1.0
U.S. Government/Economics	1.0
Science – Chemistry	1.0
Math – Geometry or Algebra II	1.0
Personal Fitness/Drivers Ed.	0.75
Health	1.0
Elective _____	_____
Elective _____	_____
Elective _____	_____
<b>Grade 10 Total Credits</b>	_____

11 <sup>th</sup> Grade	Credit
English 11 or AP Language	1.0
U.S. History	1.0
Science – (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Math – (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Consumer Math (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Elective _____	_____
<b>Grade 11 Total Credits</b>	_____

12 <sup>th</sup> Grade	Credit
English 12 or AP Lit. & Comp.	1.0
Social Studies - (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Science – (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Math – (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Consumer Math (11 <sup>th</sup> or 12 <sup>th</sup> Grade)	1.0
Elective _____	_____
<b>Grade 12 Total Credits</b>	_____

**Parent/Guardian Signature:**  
\_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Credits Per Semester:** \_\_\_\_\_

\*\*\*Minimum – 7.0 (with Study Hall); Maximum – 8.0

Please see Mr. Wiese with any questions!

**Student Post-Secondary Plans:**

\_\_\_ I plan on attending a 2 year or technical college.

\_\_\_ I plan on attending a 4 year college or university.

\_\_\_ I plan on going into the military or workforce.

\_\_\_ I plan to take a college, an ECCP, or an online course next year. List Course(s): \_\_\_\_\_

\_\_\_\_\_