

SCHOOL DISTRICT OF BLACK HAWK COURSE BOOK

2025-2026



The Black Hawk School District does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion, or handicap.

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Nondiscrimination Policy (Sections 1-2)

1. With respect to employment and personnel operations, the School District of Black Hawk does not discriminate on the basis of religion, race, color, national origin, ancestry, age, sex, physical appearance, marital status, handicap, disability, arrest or conviction record, political beliefs, sexual orientation, gender identity, gender expression, less than honorable discharge, source of income, association with a person with a disability or the fact that an individual is a student. Employees shall function in a harassment-free work atmosphere and enjoy working conditions free from physical, verbal, or psychological harassment.
 - a. With respect to educational programs, no person shall be denied admission to any District school, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or disability including her or his physical, mental, emotional, or learning disability.
 - b. This POLICY also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap).
2. The POLICY statements in paragraphs 2.a. and 2.b. above include, but are not limited to, the following areas:
 - a. Admission or enrollment into any school, class, courses, program or activity;
(This does not prohibit placing a pupil in a school, class, program, or activity based on objective standards of individual performance or need.)
 - b. Interactions in the classroom, counseling, as well as with other support staff;
 - c. Standards and rules of behavior, including pupil harassment;
 - d. Disciplinary actions, including suspensions and expulsions;
 - e. Acceptance and administration of gifts, bequests, scholarships, other forms of recognition, such as aids, benefits, awards, or services to pupils from private agencies, organizations or persons;
 - f. Instructional and library media materials selection policy;
 - g. Methods, practices, materials, attitudes, and interpretations used for testing, assessment, evaluating, and counseling pupils;
(This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.)
 - h. Facilities;
 - i. Opportunity for participation in athletic programs or activities;
 - j. School-sponsored food service programs.
 - k. Graduation requirements.

**Section 504/ Title II ADA, Title VII of the Civil Rights Act of 1964,
s. 111.36, s 118.13**

Minimum Graduation Requirements for the Classes of 2026, 2027, 2028 & 2029

Black Hawk High School students will be required to successfully earn **24** credits to graduate. Students must pass Health in order to qualify for graduation. The grades for all classes will be included in a student's grade point average and rank in class.

All high school students are expected to carry a full class load (six or seven credits/year). If a failing grade is received in a course, NO credit is given and a failed required course is repeated. One half credit shall be awarded for each semester for a course which is passed with a grade of D- or higher. All students will earn a Pass/Fail grade and half a credit per year for the Intervention/Enrichment Period.

Course requirements include: (18 Credits)

<u>Title</u>	<u>No. of Credits/Years</u>
English	4.0
Health (credit earned in 7th grade)	0.5
Mathematics	3.0
Physical Education	1.5
Science	3.0
Social Studies	3.5
Intro Business & Technology	0.5
Personal Finance	1.0

One additional credit of English, Math, Science, or Social Studies

Required Course	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11	Honors English or Oral and Written Communications
Math	Algebra or Geometry	Geometry, Algebra 2, or Transitional Algebra	Geometry, Algebra 2, Pre-Calculus, or Transitional Algebra	Algebra 2, Pre-Calculus, Statistics or Personal Finance
Science	Physical Science	Biology	Chemistry, and/or Anatomy and Physiology	Chemistry, and/or Anatomy and Physiology
Social Studies	Geography	World History or US History	World History or US History	Civics (pass the Wisconsin Mandated Civics test) and one semester of Sociology
Physical Education	Students must complete 1.5 credits of Physical Education for graduation.			
Health Education	One half (1/2) credit of Health is required for graduation. Credit earned in 7 th grade Health.			
Business Education	Intro Business and Technology			Personal Finance
Community Service	All students are required to obtain 20 hours of community service for graduation			

Grading Scale

94-100	=	A	73-76	=	C
90-93	=	A-	70-72	=	C-
87-89	=	B+	67-69	=	D+
83-86	=	B	63-66	=	D
80-82	=	B-	60-62	=	D-
77-79	=	C+	59 and below	=	F

Weighted Grades Policy (School Board Approved/Began 2018-2019 school year)

The purpose of weighted grades is to encourage students to enroll in our most rigorous academic courses in order to maximize preparation for their post-secondary education.

Weighted Grade Qualification: In order to receive the additional weighted points, a student must complete the course with a semester grade of a D or higher.

I. Definitions:

- AP Courses – Advanced Placement (AP) courses approved through the College Board.
- Dual Credit Courses – Courses offered for credit by an accredited post-secondary institution through an adjunct agreement with Black Hawk High School.
- Honors or Advanced Courses – Courses that have been designated as an advanced course of study due to specific prerequisite course tracks.

II. Formula - The weight from a weighted course will be added to the GPA prior to averaging of the GPA at the conclusion of each semester. We will continue to use a 4.0 GPA scale.

III. Classification of Courses Tier 1 (no weight): All courses not specified in Tier 2 or Tier 3.

Tier 2 (0.5 weight per semester) Courses denoted as Advanced or Honors (H) 2-year Institution Dual Credit Courses – all departments Current Tier 2 Qualified Courses: Advanced Math – Calculus - AP English 12

Tier 3 (1.0 weight per semester) AP CAPP 4-year Institution Dual Credit Courses or 2 year Institution transfer guarantee Current Tier 3 Qualified Courses: JAM Courses: English 101 – English 104 – Physics – Pre-Calculus – Statistics – Calculus, Southwest Technical COLLEDGE Up, coursework in Gear Up , Lab Science, or Nursing. Online or SRTNC AP coursework

Provisions for Individual Differences

Black Hawk High School attempts to meet the individual needs of students by providing the following programs:

(1) Regular Programs: The majority of the students will be placed in regular classes which offer a sound, general education for either entrance into college, technical school or into the world of work.

(2) Exceptional Educational Need Program: These programs are available to students who have a definable handicapping condition, as defined by state law, and have a need for special education. The least restrictive environment is utilized in student placement, allowing for regular class mainstreaming as much as possible. Currently, our E.E.N. programs include Learning Disabled, Cognitive Disabled-Borderline, Speech Therapy, and Emotional Disturbance.

(3) Section 504 Plans: For students who have a physical or mental impairment which substantially limits one or more major life activity (walking, seeing, hearing, breathing, learning, working, caring for oneself, and performing manual tasks), a record of such impairment, is regarded as having such an impairment, Black Hawk Schools will provide reasonable accommodations in order to ensure those students with a free and appropriate education.

(4) If you feel you would qualify for or need Exceptional Education Need Programming, Section 504 planning, Title IV or ADA accommodations, contact William Chambers, email: chawil@blackhawk.k12.wi.us or 608-439-5371, ext. 108.

College Admission Requirements

High School Requirements:

High school course work should prepare you for college by helping develop strong skills in at least four areas - English, mathematics, social science, and natural science. Foreign language is also required for admission to some campuses (UW-Madison) and is strongly recommended by others. A foreign language is a graduation requirement at most universities.

Core College Preparatory Requirements:

All prospective freshmen seeking admission to the UW System are expected to have the academic background necessary for effective learning. Core college preparatory credits in the following areas are required.

English - Accepted English courses stress an understanding of composition, literature, and rhetoric. Several campuses require that at least three of the four credits in English include composition and literature. Most regular and advanced English courses are accepted. Courses not accepted tend to be those that emphasize applied skills, performance or technical production.

Mathematics - Algebra, geometry and other mathematics courses requiring algebra or geometry as prerequisites are accepted. Most campuses require both algebra and geometry. In most cases, courses are not accepted in mathematics if they are taught prior to first-year algebra, do not have algebra or geometry as a prerequisite or are computer classes.

Social science - Courses accepted in social science include history, political science, geography, and theoretical studies of culture, economics, and human behavior and societies (such as psychology and sociology). Courses in applied social science are not accepted.

Natural science - Courses accepted in natural science include biology, chemistry, and physics. These courses emphasize theory and usually have a significant laboratory component. Other science courses often accepted include astronomy, earth science, geology and physical science.

Freshman Admission Policy

All parts of the application are considered during the review process. While there's an emphasis put on academics, campuses understand a student is more than just grades and test scores. Admission offices look at how academics are interconnected with other factors such as work experience and leadership qualities. This allows for a more comprehensive review of applications. Factors that campuses take into account: academic factors: quality of high school coursework, class rank, grade point average and ACT/SAT scores, and other factors: work experience, leadership qualities, community service, special talents, socioeconomic status and member of a historically underrepresented racial or ethnic group.

Currently, many colleges/universities switched to test optional. This means that students will not have to submit an ACT score for the purpose of acceptance for admissions. However, an ACT score may be needed/required for specific colleges/universities scholarship application process, placement testing or possibly to opt out. It is highly recommended that you contact individual campus/es for their campus specific requirements.

What Should I do to get ready for College?

Applying for Admission

Students are encouraged to visit apply.wisconsin.edu and use the UW System electronic application for admission. For information and help with the electronic application, or for a copy of the paper application, contact the UW HELP office at **800-442-6459**. For the Technical Colleges, students should visit wistechcolleges.org For Wisconsin private colleges visit <https://www.wisconsinsprivatecolleges.org/colleges>

You will be required to submit an official high school transcript and official college or university transcripts from all institutions previously attended. New freshmen applicants are also required to submit official ACT or SAT score reports.

It is to your advantage to apply early! The UW Systems will begin **accepting/processing fall semester applications on August 1st**. The earlier students apply, the earlier they will receive admission decisions. For the technical colleges this is very important as high demand programs close with max number of students and wait lists form. Examples of a few high demand programs are nursing, dental hygiene, and electric power distribution.

Application priority dates and deadlines vary from campus to campus, and sometimes among different programs at one campus. Students should always consult specific campuses for specific deadlines and application requirements.

The Admission Decision

High school seniors notified of their admissions before finishing their senior year are expected to graduate, successfully complete course work in progress at the time they applied and maintain the class rank required for admission.

UW System institutions reserve the right to rescind admission if a student fails to meet requirements on which admission was based.

NOTE: Students may obtain the University of Wisconsin System Introduction Booklet, The Wisconsin Technical Colleges Catalog and Wisconsin's Private Colleges Booklets online at the institutions websites list in this coursebook. In the school counselor's office, a student can get information about 4 years colleges, technical colleges, private schools, and military options. Students need to have the communication skills needed to make an effort to seek help from the school counselor's office.

UW JOURNEY - Explore UW Campuses and Find Your Fit

UW JOURNEY is a mobile application that allows you to explore and discover UW campuses that best fit your needs. Complete your profile and see which UW schools fit you best!



15 to Finish - Take 15 credits to finish on time

Most students think of 12 credits as “full time.” But did you know that if you take 12 credits a semester, it's virtually impossible to graduate with a bachelor's degree (120 credits) in 4 years or an associate's degree (60 credits) in 2 years? If you want to graduate on time, you need to take at least 15 credits per semester or 30 credits per year. Taking 15 credits every semester helps you stay on track and earn your degree on time. And in some cases, it's as easy as completing one more course each semester. For more information on 15 to Finish visit uwhelp.wisconsin.edu/15-to-finish.



Courses Required for Admission

All UW System campuses require a minimum of 17 college preparatory credits from high school. Review the specific guidelines for each campus online at: <https://uwhelp.wisconsin.edu/prep-for-college/requirements/>

Core College Preparatory Requirements: All freshmen seeking admissions to the UW-System is expected to have the academic background necessary for effective learning. Core College preparatory credits in the following areas are required.

- 4-English (Composition, literature, and rhetoric. Most regular and advanced courses are accepted)
- 3-Mathematics (Algebra, geometry, and other math courses with algebra or geometry as prerequisites)
- 3-Natural Science (Biology, chemistry, and physics. These courses emphasize theory and include a lab. Other courses often accepted include astronomy, earth science, geology, and physical science)
- 3-Social Science (Theoretical study of culture, history, political sciences, economics, sociology, and psychology)

Majors & Careers

Choosing a Major: The first year or two of college provides time for you to test your abilities, pursue your interests and explore new ideas while considering one or more majors.

By the end of your freshman or sophomore year after talking with faculty, university career planning counselors and academic advisers, you should have declared or selected a major. You can change majors, but you may have to take more courses, which adds to the time and cost of earning a degree.

Majors

Do some “major exploration” at <https://apply.wisconsin.edu/find-a-program>, the searchable Website of UW System undergraduate programs.

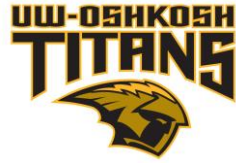
The University of Wisconsin System offers a broad range of more than 300 undergraduate programs.

UW System University Information



UW-Eau Claire

December 1 - Priority Deadline
UW-Eau Claire-Barron County
February 1 - Regular Deadline
Schofield Hall 111
127 Roosevelt Ave
Eau Claire, WI 54701
715-836-5415
admissions@uwec.edu



UW-Oshkosh

Rolling Admission
UW-Oshkosh Admissions Office
800 Algoma Blvd.
Oshkosh, WI 54901
920-424-3164
admissions@uwosh.edu



UW-Green Bay

UW-Green Bay-Manitowoc
UW-Green Bay-Marinette
UW-Green Bay-Sheboygan
Rolling Admission
2420 Nicolet Drive
Green Bay, WI 54311
920-465-2111
uwgb@uwgb.edu



UW-Oshkosh-Fond du Lac Campus

UW-Oshkosh-Fox Cities Campus

Rolling Admissions
800 Algoma Blvd.
Oshkosh, WI 54901
920-424-3164
admissions@uwosh.edu



UW-La Crosse

February 1 - Priority Deadline
2320 Student Union
1725 State Street
La Crosse, WI 54601
608-785-8939
admissions@uwlax.edu



UW-Parkside

Rolling Admissions
900 Wood Road
Kenosha, WI 53144
262-595-2355
admissions@uwp.edu



UW-Madison

Nov. 1 - Priority Freshman Early Action
Jan. 15 - Regular Freshman Decision
702 W Johnson Street
Suite 1101
Madison, WI 53715-1007
608-262-3961
onwisconsin@admissions.wisc.edu



UW-Platteville

UW-Platteville-Baraboo Sauk County

UW-Platteville-Richland

Rolling Admissions
University of Wisconsin-Platteville
Office of Admission
1 University Plaza
Platteville, WI 53818
608-342-1125
admit@uwplatt.edu



UW-Milwaukee

UW-Milwaukee at Washington County

UW-Milwaukee at Waukesha

Mar. 1 - Fall Priority Deadline
UW-Milwaukee
Office of Undergraduate Admissions
PO Box 749, Milwaukee, WI 53201
414-229-2222
undergraduateadmissions@uwm.edu



UW-Stevens Point

Nov. 15 - Priority Deadline
UW-Stevens Point at Marshfield
UW-Stevens Point at Wausau
Rolling Admission
2108 Fourth Ave. Room 102
Stevens Point, WI 54481
715-346-2441
admiss@uwsp.edu



UW-Stout

Rolling Admission
Admissions Office
212 Sorensen Hall
Menomonie, WI 54751
715-232-1232
admissions@uwstout.edu



UW-River Falls

Rolling Admissions
410 S. 3rd Street
River Falls, WI 54022
715-425-3500
admissions@uwrf.edu



UW-Superior

Rolling Admission
PO Box 2000
Superior, WI 54880
715-394-8230
admissions@uwsuper.edu



UW-Whitewater

UW-Whitewater-Rock County
Rolling Admission
Undergraduate Admissions
800 W. Main Street
Whitewater, WI 53190
262-472-1440
uwwadmit@uww.edu

Wisconsin Private College Information



Alverno College
3400 South 43rd Street
P.O. Box 343922
Milwaukee, WI 53234-3922
800.933.3401
414.382.6100
admissions@alverno.edu



Beloit College
700 College Street
Beloit, WI 53511-5509
800.923.5648
608.363.2500
admissions@beloit.edu



Carroll University
100 North East Avenue
Waukesha, WI 53186-3103
800.CARROLL
(800.227.7655)
262.547.1211
admission@carrollu.edu



Concordia University
12800 North Lake Shore
Drive
Mequon, WI 53097-2418
888.628.9472
262.243.4300
admission@cuw.edu



Herzing University
Madison Campus
5218 East Terrace Drive
Madison, Wisconsin 53718
608.807.1909
Kenosha Campus
5800 7th Avenue
Kenosha, Wisconsin 53140
262.293.5475
Brookfield/ Milwaukee
Campus
15895 W. Bluemound Road
Brookfield, Wisconsin
53005
262.457.7624
info@herzing.edu
800.596.0724



Bellin College
3201 Eaton Road
Green Bay, WI 54311-6830
800.236.8707
920.433.6699
admissions@bellincollege.edu



Cardinal Stritch University
6801 North Yates Road
Milwaukee, WI 53217-3945
414.410.4000
admissions@stritch.edu



Carthage College
2001 Alford Park Drive
Kenosha, WI 53140-1929
800.351.4058
262.551.6000
admissions@carthage.edu



Edgewood College
1000 Edgewood College
Drive
Madison, WI 53711-1997
800.444.4861
608.663.2294
admissions@edgewood.edu



Lakeland University
W3718 South Drive
Plymouth, WI 53073-4878
800.242.3347
920.565.1022
admissions@lakeland.edu



Lawrence University
711 East Boldt Way
Appleton, WI 54911-5699
920.832.6500
admissions@lawrence.edu

Wisconsin Private College Information



Marian University
45 South National Avenue
Fond du Lac, WI 54935-4621
1.800.2MARIAN
920.923.7650
admission@marianuniversity.edu



Marquette University
1250 West Wisconsin Avenue
Milwaukee, WI 53233-2225
414.288.7302
admissions@marquette.edu



Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, WI 53226-0509
Medical School
414.955.8246
medschool@mcw.edu
School of Pharmacy
414.955.7476
Pharmacy@mcw.edu



Milwaukee Institute of Art & Design
273 East Erie Street
Milwaukee, WI 53202-6003
414.291.8070
admissions@miad.edu



MSOE
1025 North Broadway
Milwaukee, WI 53202-3109
800.332.6763
414.277.6763
explore@msoe.edu



Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4545
414.930.3024
mmu-admiss@mtmary.edu



Nashotah House
2777 Mission Road
Nashotah, WI 53058-9793
262.646.6500
admissions@nashotah.edu



Northland College
1411 Ellis Avenue
Ashland, WI 54806-3925
800.753.1840
admissions@northland.edu



Ripon College
300 West Seward Street
Ripon, WI 54971-0248
920.748.8709
adminfo@ripon.edu



St. Norbert College
100 Grant Street
De Pere, WI 54115-2002
920.403.3005
admit@snc.edu



Viterbo University
900 Viterbo Drive
La Crosse, WI 54601-8804
800.848.3726
608.796.3010
admission@viterbo.edu



Wisconsin Lutheran College
8800 West Bluemound Road
Milwaukee, WI 53226-4626
414.443.8800
admissions@wlc.edu

Wisconsin Technical College System



Blackhawk Technical College
P.O. Box 5009
Janesville, WI 53547
608.758.6900
www.blackhawk.edu
info@blackhawk.edu



Fox Valley Technical College
P.O. Box 2277
Appleton, WI 54912
920.735.5600
www.fvtc.edu
admissionspecialist@fvtc.edu
info@fvtc.edu



Lakeshore Technical College
1290 North Ave.
Cleveland, WI 53015
920.693.8213
www.gotoltc.edu
info@gotoltc.edu
888.468.6582 Ext: 1162
careercoach@gotoltc.edu



Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233
matc.edu
Recruitment@matc.edu
414.297.6228
info@matc.edu
414.297.6542



Moraine Park Technical College
P.O. Box 1940
Fond du Lac, WI 54935
920.922.8611
www.morainepark.edu
requestinfo@morainepark.edu
admissions@morainepark.edu
800.472.4554



Northcentral Technical College
1000 West Campus Dr.
Wausau, WI 54401
715.675.3331
www.ntc.edu
admissions@ntc.edu
715.806.1645



Chippewa Valley Technical College
620 West Clairemont Ave
Eau Claire, WI 54701
715.833.6200
Studentcentral@cvtc.edu



Gateway Technical College
3520 30th Ave
Kenosha, WI 53144
(800) 247-7122
www.gtc.edu
newstudentspecialist@gtc.edu



Madison Area Technical College
1701 Wright St.
Madison, WI 53704
608.246.6282
madisoncollege.edu
Enrollmentservices@madisoncollege.edu
608.246.6210



Mid-State Technical College
500 32nd St North
Wisconsin Rapids, WI 54494
715.422.5300
www.mstc.edu
admissions@mstc.edu
888.575.6782



Nicolet Area Technical College
P.O. Box 518
Rhineland, WI 54501
715.365.4410
www.nicoletcollege.edu
inquire@nicoletcollege.edu
Admissions@nicoletcollege.edu
715.365.4493



Northeast Wisconsin Technical College
P.O. Box 19042
Green Bay, WI 54307
920.498.5400
www.nwtc.edu
more.info@nwtc.edu
920.498.5444



Northwood Technical College
1900 College Dr.
Rice Lake, WI 54868
800.243.9482
www.northwoodtech.edu
admissionadvisors@northwoodtech.edu



Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072
262.691.5566
questions@wctc.edu
www.wctc.edu
info@wctc.edu
262.691.5200



Southwest Wisconsin Technical College
1800 Bronson Blvd
Fennimore, WI 53809
608.822.3265
www.swtc.edu
admissions@swtc.edu
608.822.2354



Western Technical College
400 7th Street North
La Crosse, WI 54601
608.785.9200
www.westerntc.edu
admissionscoach@westerntc.edu

Career Clusters Interest Survey

Career Cluster Survey

Name _____

School _____ Date _____

Directions: Place a check in the space next to the items that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of checks in each box. Look to see what box has the highest number. Find the corresponding cluster on the pages immediately following this survey to see which cluster you may want to explore further.

Activities that describe what I like to do: <input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	Personal qualities that describe me: <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	Total number checked in box #1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Read and follow blueprints and/or instructions. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	Personal qualities that describe me: <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to details <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning and Refrigeration/ Technology Education	Total number checked in box #2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	Personal qualities that describe me: <input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	School subjects I like: <input type="checkbox"/> Art/Graphic design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	Total number checked in box #3 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	Personal qualities that describe me: <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	School subjects I like: <input type="checkbox"/> Computer Applications/ Business and Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Economics	Total number checked in box #4 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Activities that describe what I like to do: <input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	Personal qualities that describe me: <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	Total number checked in box #5 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a framework of rules by which to operate. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	Personal qualities that describe me: <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	School subjects I like: <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	Total number checked in box #6 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	Personal qualities that describe me: <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	School subjects I like: <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	Total number checked in box #7 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	School subjects I like: <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts	Total number checked in box #8 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>

Activities that describe what I like to do: <input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	Personal qualities that describe me: <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	School subjects I like: <input type="checkbox"/> Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	Total number checked in box #9 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Activities that describe what I like to do: <input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Participate in community services and/or volunteering. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	Personal qualities that describe me: <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition and logic <input type="checkbox"/> Non-judgmental	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family & Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	Total number checked in box #10 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Activities that describe what I like to do: <input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	Personal qualities that describe me: <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> Sees details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	Total number checked in box #11 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Activities that describe what I like to do: <input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	Personal qualities that describe me: <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	Total number checked in box #12 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Activities that describe what I like to do: <input type="checkbox"/> Work with my hands and learn best that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce tangible results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment/machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	School subjects I like: <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts	Total number checked in box #13 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money.	Personal qualities that describe me: <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	School subjects I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	Total number checked in box #14 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and help things be precise.	Personal qualities that describe me: <input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Drafting/Computer-aided drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Technical classes/Technology Education	Total number checked in box #15 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Activities that describe what I like to do: <input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things one place to another.	Personal qualities that describe me: <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	School subjects I like: <input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	Total number checked in box #16 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>








Disclaimer: Your interests may change over time. These survey results are intended to help you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

1  Agriculture, Food & Natural Resources	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
2  Architecture & Construction	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
3  Arts, A/V Technology & Communications	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
4  Business Management & Administration	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
5  Education & Training	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
6  Finance	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
7  Government & Public Administration	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
8  Health Science	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
9  Hospitality & Tourism	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

10		Preparing individuals for employment in career pathways that relate to families and human needs.
11		Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
12		Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13		Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14		Planning, managing, and performing marketing activities to reach organizational objectives.
15		Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16		

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Four-Year Program Plan

The following is a Four-Year Planning Chart. It is provided for your convenience in helping you to get an appropriate picture of your overall high school subject pattern.

The completed form will indicate previous course work and anticipated course enrollment.

Your future plans, interests, abilities and past achievements should be the determining factors in selecting your future course work.

Required courses are included in the suggested pattern and the student is required to enroll in at least six (6) or seven (7) credits of classes for the entire school year. Those students who are credit deficient (failed required courses or elective courses) **WILL** need to make up credits to meet the graduation credit requirement. Students will also earn half a credit per year for the Intervention and Enrichment period.

Freshman Year

English	-	1 cr
Science	-	1 cr
Physical Ed	-	1/2 cr
Social Studies	-	1/2 cr
Mathematics	-	1 cr
Intro Business & Tech	-	1/2 cr
Health (7 th grade)	-	1/2 cr
Electives	-	2-4 cr

Junior Year

English	-	1 cr
Science	-	1 cr
Physical Ed	-	1/2 cr
Social Studies	-	1 cr
Mathematics	-	1 cr
Electives	-	2-4 cr

Sophomore Year

English	-	1 cr
Science	-	1 cr
Physical Ed	-	1/2 cr
Social Studies	-	1 cr
Mathematics	-	1 cr
Electives	-	2-4 cr

Senior Year

English	-	1 cr
Science	-	1 cr
Physical Ed	-	1/2 cr
Social Studies	-	1/2 cr
Social Studies	-	1/2 cr
Mathematics	-	1 cr
Electives	-	2-4 cr

List of Academic Departments and Course Descriptions

The individual class teacher writes the course descriptions. Course descriptions are reviewed and revised yearly, or as needed.

All Classes within this course book are offered to all students.

Furthermore, all Career and Technical Education (CTE) programs, courses, and related activities are open to all students. While the district does not discriminate, preference for the CTE or elective courses will be given first to seniors, second to juniors, third to sophomores, and fourth to freshmen. (Elective courses are Agriculture, Art, Business, Music and World Languages).

Furthermore, classes that are disproportionate in size or gender will be adjusted with preference given first to seniors, second to juniors, third to sophomores and fourth to freshmen.

Agriculture

The following courses are open to all students, boys or girls, who have a genuine interest in the Agri-Science Industry. Each student enrolled in the Agriculture program will establish a Supervised Agriculture Experience Program (SAE) and keep records yearly. FFA is an intra-curricular part of the Ag program, and all students are considered FFA members when they take an agriculture course.

Course Title & Number	Credit	Description
Ag Survey 400A Grade 9-12 Prerequisite for all Ag Classes	1/2	This class is a prerequisite for all other ag classes. A brief overview of all classes offered at Black Hawk. A unit will be dedicated to each class offered. One unit will be devoted to FFA, and students will earn their Greenhand Degree. Students will also develop leadership and professional development plans for their Supervised Agricultural Experience (SAE) to provide relevant, hands-on learning. This class must be passed before taking any other Ag class.
Plant Science 400B Grades 10-12 Prerequisite: Ag Survey	1/2	Students will be taught the basics of plant anatomy and physiology, how plants function in the grand scheme of life, and what they produce. Other topics include crop production and identification. This class is articulated with the SWTC Plant Science course. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Soil Science 400C Grades 10-12 Prerequisite: Ag Survey	1/2	This course covers the following topics: soil composition, nutrients, and soil and plant science careers. This course is articulated with the SWTC Soil Science Course. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Animal Science 400D Grades 11-12 Prerequisite: Ag Survey	1/2	Animal production/science courses impact information about the care and management of domestic and farm animals. This course is articulated with the SWTC Animal Science course and will cover animal nutrition, health, behavior, reduction, anatomy and physiology, and marketing. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Food Science 400E Grades 10-12 Prerequisite: Ag Survey	1/2	Students will learn the basic food science skills. Learn about the unique way foods are processed, prepared, and preserved. In addition, students will prepare, consume, and critically evaluate various versions of bread, cheese, and other food products. This class will benefit students interested in a career in the food industry, agriculture, and general sciences. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Equine Science 432 Grades 9-12 Prerequisite or co-requisite Ag Survey	1/2	The horse industry in Wisconsin is a quiet powerhouse. Traveling through Wisconsin, you notice the countryside dotted with horses and horse stables. Wisconsin has the highest density of horses per square mile compared to anywhere else in the United States. Horses are not only a hobby; they are an industry. Students explore and enhance their understanding of the horse industry. Students learn about horse anatomy, nutrition, and reproduction. Once students understand how a horse functions, they also study the management of horses, including care, housing, equitation (riding), and health maintenance. We address personal career skill enhancement and develop/continue Supervised Agricultural Experience (SAE) projects.

Wildlife 429 Grades 9-12 Prerequisite or co- requisite: Ag Survey	1/2	Wildlife students will explore the biology, behavior, and business of wildlife management. We will explore habitat management, management techniques, and human/wildlife relationships. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
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Ag Leadership and Communication 400F Grades 12th grade Prerequisite: Ag Survey	1/2	Leadership and communications is the final course in the progression of Ag courses offered at Black Hawk School. The areas of study covered will be employability skills and work ethics, leadership styles, careers within the industry, personal finance, human relationships, and effective decision-making and problem-solving. Students will be assisting with the running of major FFA projects. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Agribusiness and Marketing 400H Grades 11-12 Prerequisite: Ag Survey	1/2	This class will focus on employability skills crucial for today's graduates. Learn what an entrepreneur is, where to locate your business, how to market your products, where to finance it, and much more. By the time the semester ends, you have a business plan ready. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Precision Ag 400G Grades 10-12 Prerequisite: Ag Survey	1/2	This course covers cropping practices, tillage methods, planting methods, and pest control methods with precision agriculture technologies. Students will also develop their leadership and professional development plan as part of Supervised Agricultural Experiences (SAE) to provide relevant, hands-on learning.
Vet Science 433 Grades 10-12 Prerequisite: Ag Survey	1	This year-long class is designed for students who love animals and/or want to become veterinarians or technicians. Students understand animal anatomy, physiology, proper animal restraint, injection techniques, eye care, and disease diagnosis. The learning focus is problem-solving and decision-making skills, hands-on activities, and labs. This class enhances current scientific knowledge and applies it to situations in the world of veterinary science. We address personal career skill enhancement and develop/continue Supervised Agricultural Experience (SAE) projects.

Art

There is a popular belief that art is an inherent talent which only some are born with. That couldn't be further from the truth. Artists become successful from solving problems by research and practice. Just like any other subject, art can be learned. However, the major difference between art and many other subject areas is that art has many answers. Artists have the ability to use creative thinking to solve problems in endless ways. Creative thinking is a skill which will come in handy in your future. Whether you're thinking of a new way to market a product or just want to solve an organizing problem, creativity allows you to come up with innovative solutions.

Course Title & Number	Credit	Description
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Studio Art 350 Grade 9-12	1/2	This course emphasizes skills development and the use of the creative process. Each time a skill has been learned, students will be encouraged to make creative applications of those skills. Students will learn about different ways of making art through art history, demonstrations and experimentation. A variety of materials will be used, to name a few: oil pastels, charcoal, watercolor paint, prismacolor colored pencils, acrylic paint, glass and clay. At the end of each semester student's final will be to showcase their work to the class, to show progress and two of their most successful pieces to mat and display in the Spring Art Show. Grading is based on timely completion of homework, creative application of skills on projects, application of elements and principles of design and class participation.
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Supplies you MUST have for this course: a fine tip black sharpie, several #2 pencils, and several erasers.

Studio Art can be taken as an independent class (due to scheduling conflicts) as long as the student has been in art before and have scored a B or higher.



Business

Business education should play an integral part of the total educational program for several reasons. The world of business enters our lives every day in one form or another. Whether it is working with a word processing program or simply balancing a checkbook, business has a direct effect with the success of individuals. It should be education, which provides the student with realistic knowledge, and skills, which he/she views as relevant to their personal goals and objectives. Students should be encouraged to make business education a part of their total educational program.

Course Title & Number	Course Description
Sports and Entertainment Marketing Credit: 0.5 Grade: 10-12	Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business, and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to highlight how marketing plays out in our everyday lives.
Digital Marketing Credit: 0.5 Grades: 10-12	Take your marketing skills to the next level. This class will explore the social media and digital revolution and provide students with practical knowledge and insights needed to successfully plan, implement, manage and analytically measure social media marketing efforts. This course gives students the educational opportunities to learn how to professionally create digital content and become stronger digital citizens. As a major component of this class, students will be creating weekly content for the School District of Black Hawk social media feeds.
Entrepreneurship I/II Credit: 0.5 (Can be taken for a semester or the full year) Grades: 10-12	This course is designed to introduce students to the concept of entrepreneurship. Students will acquire the knowledge of the nature and scope of entrepreneurship, and understand the impact of entrepreneurship. Students will examine and develop the personal traits and behaviors fundamental to becoming a successful entrepreneur and will be exposed to the first steps of the entrepreneurial process including the development of business plans. Students will operate the school store as directed by the instructor.
Business Law Credit: 0.5 Grades 11-12	This course will provide students with a solid foundation in understanding the legal issues related to the topics of personal and business law. Areas of study will include how laws were formed, procedures in civil and criminal cases, making contracts, terminating contracts, responsibilities of minors, being a consumer, purchasing power, purchasing insurance, personal and real property rights, starting a business and leadership skills.
Personal Finance Credit: 1 Grade: 12	Students need financial knowledge to ensure they make the best financial decisions. Whether it is completing transactions for daily use or analyzing investments for their future, students must understand how to use resources to develop economic growth. Topics will include banking, investments, budgeting, credit, taxes, consumer rights and insurance. (Required for graduation)

Course Title & Number	Course Description
Intro to Business and Technology Credit: 0.5 452 Grade: 9	The course is designed to provide you an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all pathways. (Required for graduation)
Accounting I Credit: 0.5 453 Grades 10-12	Principles of Accounting I is a skill-level course that is of value to all students pursuing a strong background in business and management. Using financial information, students will learn how to make decisions about planning, organizing and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally-Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll and evaluate the effects of transactions on the economic health of a business.
Technology in the Business World Credit: 0.5 447 Grades: 10-12	This course will explore technological skills and practices that are best suited for the business world. This will include the understanding of Artificial Intelligence and how to best prepare future business leaders for the increased use of technology in the field. This course will also use the technology in the Maker Space.
Journalism Credit: 0.5 446 Grade: 11-12	This course is an introductory class designed to teach students media literacy, media law, interviewing, writing, research, design and photography. The course will work on the school yearbook, school online newspaper, school website and a school podcast.

English

Effective communication is an essential ingredient for successfully meeting the challenges of everyday living. Whether one is reading want ads, writing a purchase order or preparing a company report, he or she is continually involved in trying either to express his or her own ideas or to understand someone else. Thus, every person must strive to develop his or her communication skills to the best of their ability. The English Department offers a variety of courses to help the student to understand and develop communication skills. Whether the student is planning to enter the job market immediately upon graduation or to seek further education, there is a sequence of courses available to help prepare for communication needs.

Course Title & Number	Credit	Description
English 9 100 Grade 9	1	English 9 builds upon students' prior knowledge of grammar, vocabulary, and writing mechanics to continue developing students' reading, writing and speaking skills necessary to advance to English 10 and achieve proficiency in the Common Core Standards. Students read, respond to, and create various genres of literature, including short stories, realistic fiction and tragic drama; and non-fiction, including biographies, essays, and speeches. Prerequisite: Freshman standing
English 10 110 Grade 10	1	English 10 continues to develop students' reading, writing and speaking skills necessary to advance to English 11 and achieve proficiency in the Common Core State Standards. Students read, respond to, and create various genres of literature, including short stories, historical fiction and mythology; and non-fiction, including biographies, essays, and speeches. Prerequisite: English 9
English 11 117 Grade 11	1	English 11 furthers student's appreciation of the written and spoken word, with a considerable emphasis on American literature. Students read a wide array of genres, including short stories and novels; as well as historical documents in order to develop an appreciation for writing from various time periods and diverse perspectives. Prerequisite: English 10
Written Communications 124 Grade 12	½	Students develop writing skills through prewriting, drafting, revising, and editing. Students complete writing assignments designed to help the learner analyze audience and purpose, gather and organize ideas, and format and design documents based on subject matter and content. This course is ideal for students entering technical college, the military, or the workforce. Prerequisite: Senior standing
Oral and Interpersonal Communication 125 Grade 12	½	Students demonstrate competency in speaking and listening, verbal and nonverbal communication, and conflict management through assigned readings, class discussion, individual and group activities and presentations, and other projects. Upon completion of the course, students will receive both high school and regular technical college credit from Southwest Technical College. Credits are transferable to all Wisconsin Technical and University of Wisconsin System colleges. Prerequisite: Senior standing
Honors English 123 Grade 9	1	Honors English Literature is a college-level curriculum with the content, approaches, and expectations equivalent to a college English course. The class analyzes how an author makes meaning using various elements of style in novels, short stories, drama and poetry. Students are expected to read, write, discuss, and perform with a high level of dedication, enthusiasm, and scholarly diligence in order to create an intellectually stimulating environment, ripe for insightful, provocative, and meaningful discussions at a high level of achievement. Prerequisite: Senior standing and Instructor Approval

Health Education

Course Title & Number	Credit	Description
Health Education 763 (1/2 credit needed for graduation credit will be received in 7 th grade)	1/2	This course focuses on you and the interrelationship of your level of health and the way you live. Through this course the student will see and understand that many factors, which are within their control, influence their own health and well-being. Units that will be covered include: mental and social health, human sexuality, personal health, sexually transmitted diseases, and tobacco, alcohol and other drugs. The make-up of the class will determine the depth and direction the class will take. Prerequisite: None

Physical Education

Physical Education is required as a freshman. Three semesters of physical education are required sometime during your high school career. Only one class shall be taken during each semester. Once a student has completed their three semesters of physical education, they will not be permitted to take more credits of physical education unless approved by the physical education teacher. To ensure the safety of the students, the enrollment of Physical Education classes will be limited to 28 students.

Course Title & Number	Credit	Description
Physical Ed. 9-12 652 1 st & 2 nd Semester 1/2 credit per semester Grade 9-12	1/2	PE 9-12 will provide students with the opportunities to participate in some of the following activities: flag football, archery, volleyball, basketball, bowling, weight lifting, softball, and fitness testing. Activities will be offered throughout the school year depending on the season and/or availability to go outside.

Mathematics

The Math Department believes that every individual has a natural need for basic skills in the area of mathematics. From the everyday use of basic arithmetic, to the advanced fields of mathematics research, everyone is involved and affected by the world of mathematics. As the abilities and interests of individuals may vary somewhat from one to another, so also will high school student's needs for specific mathematical skills vary from one to another. Thus, the mathematics curriculum has been designed to provide each student with the opportunity to pursue his or her mathematics education along the lines of his or her greatest interests and to the utmost of his or her abilities.

Course Title & Number	Credit	Description
Algebra 153 Grade 9-12 (depending on previous year)	1	The content of Algebra is organized around families of functions. As you study each family of functions, you will learn to represent them in a multiple of ways – as verbal descriptions, equations, tables, and graphs. You will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its Algebra content, Algebra includes lessons on probability and data analysis as well as numerous examples and exercises involving Geometry.
Geometry 154 Grade 10-12	1	This class is for students that have successfully completed Algebra. Plane Geometry is the area of mathematics where a student learns properties of points, lines, planes, congruence and similarities of triangles, and special properties of triangles quadrilaterals, and circles. The logic in geometry requires the student to develop both deductive and inductive reasoning skills. A good foundation in Algebraic concepts will be a help to the students as many applied geometric problems are solved by reducing the problem to an equation. Prerequisite: Successful completion of Algebra.
Transitional Algebra 151 Grade 11-12	1	This is a class for further preparation for Algebra 2. Topics include the studies of families of functions, linear programming and matrices, analytic geometry, complex numbers and quadratic equations, exponential and logarithmic functions, rational functions, and probability and statistics. Prerequisite: Algebra and Geometry
Algebra 2 155 Grade 10-12	1	To prepare the college bound student, Algebra 2 covers topics such as analytic geometry, trigonometry, sequences/series, probability, statistics, complex numbers and quadratic equations are explored, as well as relations and functions, exponential and logarithmic functions, trigonometric functions and matrices. Prerequisite: Geometry.
Pre-Calculus 156 Grade 11-12	1	Pre-Calculus is designed as a pre-calculus course includes topics that are explored in Algebra 2, with emphasis on graphic descriptions of functions. Introduction to calculus will follow, only after the regular pre-calculus material is completed. Prerequisite: Algebra 2.
Personal Finance 157 Grade 12	1	This class covers a wide variety of topics useful when the student is out on their own. Car ownership, banking, insurance, loans and income taxes are some of the areas covered. Probability and statistics are also included. Prerequisite: Senior Standing.



Music

Music is an essential part of the curriculum. It is one of the few non-verbal mediums for expression of feelings and ideas. Because of this fact, it is important that music be a part of everyone's educational life. The Music Department offers musical experiences, which include vocal and instrumental music. There are opportunities to experience a variety of music in choir, pep band and band.

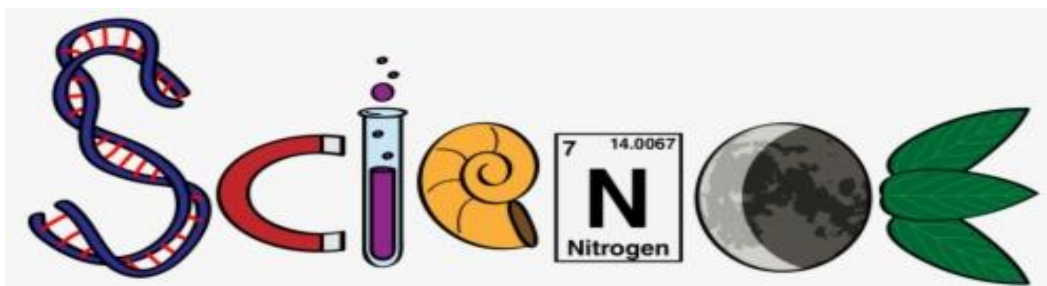
Course Title & Number	Credit	Description
Mixed Choir 602 Grade 9-12	1	<p>The Mixed Choir is a vocal ensemble focused on vocal development and technique. This choir will sing a varied repertoire of music and perform in the fall, winter, spring, and large group concerts. Students will be required to attend all concert and large group contests, which some are held outside of the school day. Students have opportunities to participate in Solo and Ensemble Festival. Students will also gain life skills including better understanding of our world, respect, cooperation, teamwork, and integrity.</p> <p>This course may be repeated for credit as many semesters as desired. However, if you score below a C- or have a responsibility or respect grade below a B at the end of the semester, then you will be placed on a probationary period with the possibility of removal from choir.</p> <p>Independent Study: Is available only if there is a direct conflict with another class during the choir period.</p>
Concert Band 601 Grade 9-12	1	<p>The concert band's main focus is on musical development of the individual and ensemble through quality music. Students will have a few summer rehearsals and then perform in the Wiotra 4th of July Parade (the Sunday following the 4th), Gratiot Labor Day Parade and Monroe Cheese Days Parade.</p> <ul style="list-style-type: none">• All parades and all Football pep bands are required.• $\frac{3}{4}$ of all basketball pep bands are required. <p>Individual or small group lessons outside of rehearsals are required. Required performances include: winter and spring concerts, large group and graduation. Students are encouraged to participate in Solo & Ensemble contests. Prerequisite: Band background or audition with teacher</p>
Music Theory 603 Grade 11-12	1/2	<p>Music Theory will cover the foundations of the construction of music - Scales, chords, chord progression, and the rules of how music is built. Having played an instrument, or sung in choir is very helpful.</p> <p>This class is based on the course that is taught in colleges for those entering a Music Program (Music Teaching or Music Performance)</p>



Science

Science is not merely a discipline but a way of life - a frame of mind which allows a defensible or productive approach to the problems of everyday living. The Science Department believes that a carefully designed science program in the high school can greatly benefit all students of every ability level. The Science Department also believes that learning comes about most effectively and efficiently when the learner is also a doer. This, coupled with the general methods of lecture-discussion, pure discussion, demonstration and formal problem-solving, provides for the probable success of every student.

Course Title & Number	Credit	Description
Physical Science 201 Grade 9-10	1	Physical Science is a conceptual physics and chemistry introductory course. The course provides a conceptual overview of basic, essential topics in physics, chemistry, earth science, and astronomy with optional quantitative analyses. The class focuses on concepts as well as computations.
Biology 200 Grades 10-11	1	Biology is the study of life on Earth, the organisms who inhabit it and their interrelationships. The topics covered in general biology are: the process of science, structure and function of living things, diversity of living things, heredity, genetics, biotechnology, and ecology. Prerequisite: None
Chemistry 204 Grade 11-12	1	Chemistry is the science of the composition, structure, properties and reactions of matter, especially atomic and molecular systems. The course includes the following major topics: atomic structure, periodic table, chemical formulas and reactions, the mole, and chemical bonds. Prerequisites: Biology , Algebra
Anatomy & Physiology 208 Grade 11-12	1	This course will be offered to qualified juniors and seniors that are interested in pursuing a career in the health sciences. Topics covered include: basic body systems, pathology and disease, histology, medical ethics, an overview of healthcare systems and professions in America, and current topics in medicine. Prerequisite: Biology and Chemistry (concurrently)



Social Studies

The purpose of Social Studies is to put students in touch with their cultural heritage, to develop political and economic literacy and to develop the character and strength of mind that will allow the ideals which are stated in the American Constitution and Declaration of Independence to find their way into the present and future.

Course Title & Number	Credit	Description
World History 1 250 Grade 10	1/2	(Ancient Civilizations to the Renaissance) investigates how Civilizations were first formed around the world and how they changed over time. The course focuses on the development of selected cultures and civilizations from the earliest times to the Renaissance. The course also examines and evaluates how past cultures and civilizations affect the world today. Prerequisite: Sophomore Standing or above. ½ credit
World History 2 250A Grade 10	1/2	(Renaissance to the Present) investigates change and continuity in human societies across the world. The course focuses on the development of selected cultures and civilizations from the Renaissance period to the present. The course also examines and evaluates how past cultures and civilizations affect the world today. Prerequisite: Sophomore Standing or above. ½ credit
US History 1 251 Grade 11	1/2	(Pre-Revolutionary War - Reconstruction) will focus on economic, political, and social historical events in the United States with an emphasis on the building of a historical perspective. The course will help students recognize the nature and reality of change and continuity as forces in our society and help them develop an identity and worldview appropriate to the times in which they live. Prerequisite: Sophomore Standing or above. ½ Credit
US History 2 251A Grade 11	1/2	(Reconstruction - Present) will focus on economic, political, and social history events in the United States with an emphasis on the building of a historical perspective. The course will help students recognize the nature and reality of change and continuity as forces in our society and help them develop an identity and worldview appropriate to the times in which they live. Prerequisite: Sophomore Standing or above. ½ Credit
Civics 252 Grade 12	1/2	The course is an overview of government through the study of the United States Constitution and the Federal system of government. As students come to understand the law making process and the interpretative nature of the Constitution, they will gain insight into the ability of our system to adjust to changing times. The structure (executive, legislative and judicial branches) and the relationships between the national, state, county and city governments will be studied. The philosophy of the democratic process and the rights and obligations of the citizens will be explored. Prerequisite: Senior Standing
Sociology 253 Grade 12	1/2	This course deals with the nature of human social interaction. Students will learn about the Foundations of Sociology, Culture & Subcultures, Socialization & Social Development, Social Groups & Interactions, Race, Ethnicity, & Social Change, and Gender Development & Issues. Prerequisite: Senior Standing ½ Credit
Geography 255 Grade 9	1/2	Geography is the study of the earth and its life, including the way people live and work on it. The first few weeks of this course will be spent studying the five basic themes of Geography and reviewing map and globe skills. The remaining time will be spent on a detailed and in-depth study of various regions throughout the world, such as East Asia, the Middle East, Africa, and South America. Prerequisite: None. ½ Credit

Technology Education

Technology is, and will continue to be, such an influential force in our society that it seems very important for all citizens to understand it. Many people do not realize the full impact of technology on society. The trend in industry is toward solving its problems with machines and advanced technology. Thus, it seems essential to provide for its study. The program should provide the student with an awareness of his/her capabilities and responsibilities in making a livelihood from the industrial community.

Course Title & Number	Credit	Description
Wood Technology 417 Grade 9-12	1/2	The Woods Technology is a semester course is a hands-on, project-based class designed for high school students interested in learning woodworking skills, safety procedures, and design techniques. Students will explore the properties of wood, proper use of tools and equipment, and methods for creating functional and aesthetically pleasing projects.. Sub-areas studied are wood joints, adhesives and clamping equipment, fasteners, coated abrasives and wood finishing. Emphasis is placed on designing blueprints, following directions, and problem solving. Students will be required to complete an individual project. (All students may have to pay for the supplies to complete their individual project).
Intro to Welding 410 Grade 9-12	1/2	Intro to Welding is a semester course designed to teach the student the fundamentals of SMAW (shielded metal arc welding), GMAW (gas metal arc welding), and the basics of TIG welding. The main units of study are safety, oxy acetylene equipment, SMAW and GMAW welding equipment, blueprint developing, and skill building. The class is primarily laboratory based where the student works on creating industry approved welds. These welds must be completed to the instructor's satisfaction. Students will be required to design and construct an individual project approved by the instructor. (All students may have to pay for the supplies to complete their individual project).
Advanced Woods and Welding 415	1	Advanced Woods and Welding course provides students with the skills and knowledge that are specifically applicable to the tools and equipment used in the industry. While learning to apply basic industrial skills to engines, power systems, welding, and construction, among others. Students may explore a broad range of topics: including the operation, mechanics and care of farm tools and equipment. The construction and repair of structures integral to farm operations; a study of electricity and power principles, and safety procedures. (All students may have to pay for the supplies to complete their individual project).

Automotive Maintenance 431 Grade: 10-12	1/2	This semester course is designed to provide the car owner or students with basic information on maintenance services that can be performed at home. Introduces basic theory of the automobile. Includes simple troubleshooting techniques, the theory of preventative maintenance. Selection and safe usage of automotive tools.
Advanced Automotive Maintenance 431A Grade: 10-12	1/2	This semester course is designed for high school students who have a foundational understanding of basic automotive maintenance or have completed an introductory automotive maintenance course. This hands-on course provides students with advanced skills in maintenance and repair procedures, with a specific focus on brakes, spark plugs, tires, oil changes, tire rotation, and electrical circuits. Students will engage in practical applications, diagnostics, and gain a deeper understanding of complex automotive systems. Prerequisite: Students who have a foundational understanding of basic automotive maintenance or have completed the Automotive Maintenance course.

World Language

The mission of the Black Hawk School District World Language Department is to prepare students to be responsible citizens in a global community while developing their communicative proficiency and cultural awareness. Our mission is also to help students compare their own language and culture to that of others while connecting to other disciplines by means of the language that they are learning.

Course Title & Number	Credit	Description
Spanish I 300 Grade 9-12	1	The first year of Spanish is the study of basic grammar, vocabulary and pronunciation of the target language. It also includes the study of the countries that speak the language, their customs and their way of life. Activities in this course include passing both written and oral tests, writing short compositions, studying vocabulary, working in pairs and small groups, and participating in in-class activities. Students should show a willingness to speak the foreign language in class. Prerequisite: None
Spanish II 301 Grade 10-12	1	The second year of Spanish language is the continued study of the grammar and vocabulary of the target language. It also includes further study of the culture of countries where Spanish is spoken. Conversational ability is expected to improve this year, as is the ability to read and write in the target language. In order to enroll in this course the student should have had at least a C average in Spanish I. Prerequisite: Spanish I with a C average.
Spanish III 302 Grade 11-12	1	In Spanish III, students continue developing communicative competency in Spanish. Students continue to add to vocabulary, explore more difficult sentence construction, and study Hispanic culture. Hispanic members of the community may be guests. Students should be able to communicate their own ideas in Spanish with some ease, and should be able to accomplish in-class projects in Spanish. Almost the entire course is conducted in Spanish. Prerequisite: Spanish I & II with a C average, Much of the course is conducted in Spanish.
Spanish IV 303 Grade 12	1	After Spanish IV, a student and a native speaker accustomed to dealing with non-native speakers should be able to communicate with ease. Students continue to add to vocabulary, explore more difficult sentence construction, study Hispanic culture, and work with more songs to improve listening comprehension, intonation, and pronunciation. Hispanic members of the community may be guests. Students should be able to communicate their own ideas in Spanish with some ease. Almost the entire course is conducted in Spanish. Prerequisite: Spanish III with a C average.



World of Work

Course Title & Number	Credit	Description
School to Work 404/405 Grade 11-12	1	<p>The School To Work Program (STW) is a learning opportunity designed for high school juniors and seniors who wish to gain employment experience in a career pathway of their choice. This two-fold program not only places students in area businesses for hands-on experience but also</p> <p>provides a platform for those interested in family businesses. The Program aims to bridge the gap between classroom learning and real-world application, empowering students to make informed decisions about their future careers. Students are also allowed to work up to 4 class periods or must write a letter to the school board for an “attendance waiver” for any additional hours or if working at least 4 hours after school. If working 4 hours after school, the student may apply for a waiver to allow students</p> <p>STW/YA Requirements and Regulations (School District)</p> <ol style="list-style-type: none">1. Consent of the Parents or Guardian, School To Work Coordinator, Principal, and School Counselor.2. Required paperwork (Student Registration and Training Agreement)3. Record weekly hours each week with employer signature (Google Doc or print out from employer with signature)4. Fill out a quarterly Employment Core Values document with reflections5. Allow the employer to do a quarterly Employability Skills Evaluation6. Minimum 2.0 GPA (C average)7. 3 consecutive weeks on Grade Check ineligibility list will result in removal from the program8. Students are also allowed to work up to 4 class periods or must write a letter to the school board for an attendance waiver for any additional hours.9. Will not be unemployed for more than two weeks10. Must meet the minimum required 10 hours per week11. Maintain a passing grade in the STW class work and employment evaluation12. Only allowed 1 in or out-of-school suspensions per semester13. Must practice good hygiene while in school. (ex: Must shower and change clothes if working in a dirty environment.)14. Recommend students have required paperwork turned in before or by the first day of school.15. Can't get fired from a job

Youth Apprenticeship additional Requirements

1. Students must work 450 hours from Sept. 1 to the beginning of the next school year.
2. Students must complete 180 hours of training or schooling related to their job and program area.

(Example: Student is working on a farm which fits under the Agriculture, Food & Natural Resources program area and student is taking an AG class each semester at Black Hawk Schools).

After School Work Hours

Students that work 3 hours or more in the evening will have the opportunity to write a “Waiver of Attendance” letter that can be submitted to the school board for approval. In this situation, students may miss up to 4 class periods during the school day to compensate for time at work after or before school.

Class/Work Experience:

For students who obtain employment off-campus in a career of interest. This title accounts for periods of the school day that a student is gone for work. This is not an additional course; it is part of the School To Work program.

Job Shadowing:

Students volunteer in a career-related interest, gaining experience and knowledge in a career-related activity. This enhances their understanding of their chosen career path, work skills, communication skills, collaborative learning/work skills, responsibility, and promptness/attendance.

First Semester Curriculum:

Career Exploration and Preparation

Filling out job applications, writing letters of application, and developing personal data sheets. Preparation for personal interviews, including mock interviews and communication skills.

Business Placement

Students placed in area businesses related to their career interests.
Opportunities to apply theoretical knowledge in a real-world setting.

Business Development

Guidance and support for students interested in contributing to or starting a business.
Understanding the basics of entrepreneurship and business development.

Continuous Evaluation

- 1.Regular assessments and feedback to ensure students are gaining valuable experience.
2. Opportunities for reflection and goal setting.
3. Employment Core Values self assessment with reflections document due quarterly

Second Semester Curriculum:

New Student Integration

New students entering the program follow the same curriculum as first-semester students.
Seamless integration for those joining the program later in the academic year.

Career Exploration Continuation

Students have the right to change jobs and explore other career possibilities with approval of the STW coordinator.

Soft Skills Workshop

CESA 3 in conjunction with the Lafayette County Advisory Council will work with students on soft skills (ex: mock interviews, communication, cell phone etiquette, etc.)

Wisconsin's Early College Credit Program

Beginning in the fall of 2018, high school students at public and private high schools in Wisconsin can earn college credit through the Early College Credit Program (ECCP). A student selected for the program may be permitted to enroll in a UW System institution, or an alternative private, non-profit institution of higher education (IHE) to take one or more courses for which the student may earn high school credit, post-secondary credit, or both. Under ECCP, the costs of the courses are shared among the IHE, the school district or private school, the state, and in some cases the student's family.

HOW TO APPLY FOR THE EARLY COLLEGE CREDIT PROGRAM:

- Talk with your high school counselor to see if it's a good fit for you. They will consider how the class aligns with academic plans and whether you meet the prerequisite for taking a college level class.
- Request information from UW System campuses where you'd like to take classes
- Obtain an ECCP participation form from your high school counselor or download it from the link below.
- Submit your completed form by March 1 for summer/fall semester or October 1 for spring semester to your school officials.
- Apply to the campus where you'd like to take classes (meet all deadlines and their campus specific requirements)
- Submit high school transcripts along with any prerequisite documentation (AP scores)
- Enroll in your class
- UW Systems ECCP Participation Form can be downloaded from www.uwhelp.wisconsin.edu

ADMISSIONS OFFICES WILL CONSIDER THE FOLLOWING:

- Rank in class
- Grade point average
- ACT or SAT scores
- Rigor of your high school courses
- Letters of recommendation

Note: If you do not meet deadlines for submission of the required ECCP form (see above), you may still be able to take college courses through a UW System campus but the full costs of the credit will be carried by the student/family. You will still use the UW system ECCP participation form as approval from a high school counselor/staff advisor is required whether or not you are participating in ECCP. Contact UW admission offices directly for further deadlines and details about taking courses as a non-ECCP student.

For more information about DPI's WI Early College Program please contact: **Department of Public Instruction**, dualenrollment@dpi.wi.gov (608) 267-3161

You can obtain more information by going to the DPI website at dpi.wi.gov or visiting the UWHelp website at uwhelp.wisconsin.edu.

Wisconsin Virtual School-Your Virtual Education Partner

What is Wisconsin Virtual School?

Wisconsin Virtual School operates out of Cooperative Educational Service Agency (CESA) #9 providing supplemental online/blended courses and services to high school students in Wisconsin. Wisconsin Virtual School provides Wisconsin certified instructors, and standards based, innovative, engaging online courses that are self-paced and available 24/7 wherever students can access the internet.

Black Hawk School District is looking to offer on-line courses through Wisconsin Virtual School that are **NOT** offered.

Students will gain approval from the school counselor and administration. The student and parent/guardian must sign a contract committing to completing an on-line course. The following is a listing of courses offered for the current school year.

High School Courses:

Creative Writing A & B
Journalism 1 & 2
Criminology
Early Childhood Education
Physical Science (S1 & S2)
Earth Space Science A & B
Marine Science
Pre-Algebra S1 & S2
US Government
Economics with Financial Literacy
Psychology**
Chinese (Mandarin) 1, 2
French 1, 2, 3
German 1, 2, 3, & 4
Japanese 1, 2
Agriscience II Sustaining Human Life
Intro to Agriscience
Intro to Forestry & Natural Resources
Family & Consumer Science
Fashion and Interior Design
Forensic Science I & II
Gothic Literature
History of the Holocaust
Hospitality and Tourism
Introduction to Culinary Arts
International Business
Media and Communications
Medical Terminology
Sports & Entertainment Marketing
National Security
Music Appreciation: The Enjoyment of Listening
Mythology & Folklore: Legendary Tales
Food and Nutrition through the Lifespan
Lord of the Rings
Social Problems I A World in Crisis
Social Problems II Crisis, Conflicts, & Challenges
Veterinary Science
Computer Fundamentals A & B
Intermediate Programming S1 & S2
Beginning Programming S1 & S2
Game Design
Advanced Web Design S1 & S2
Fundamentals of Web Design
Introduction to Social Media

AP (Advanced Placement Courses):

AP Biology
AP Art History
AP Calculus AB & BC
AP Computer Science A
AP English Language
AP English Literature
AP Environmental Science
AP French Language
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP Physics
AP Spanish Language
AP Statistics
AP US Government and Politics
AP World History

Course Descriptions and enrollment information can be found at <http://www.wisconsinvirtuelschool.org>. Please note that on this web site are all the courses that Wisconsin Virtual School has to offer. **Black Hawk is only offering courses that are NOT offered during a given school year.**

NOTE: STUDENTS INTERESTED IN ON-LINE COURSES MUST COMPLETE AN ON-LINE COURSE REQUEST FORM (PICKED UP FROM MR. MILZ OR MS. CROTTY), MUST HAVE PARENTAL PERMISSION/SIGNATURE, AND AGREE TO THE SCHOOL BOARD APPROVED POLICY FOR ON LINE COURSES.



Edgenuity

The Black Hawk school district will offer students the opportunity to enroll on Edgenuity courses a course of interest to them is not offered during the current school year. The courses are completed on-line and student progress is monitored by Black Hawk staff.

Course Offerings:

- Earth/Space Science
- Economics
- Honors Algebra
- Math
- Math 1
- Math 2
- Math 3
- Math 4
- Math Models
- Personal Finance
- Science
- Social Studies
- Thematic Projects



A student interested in Edgenuity to seek approval from the school counselor and/or administration. Students and parents should check out the following web site for more information on Edgenuity, <https://www.edgenuity.com/>

The Black Hawk School District will use Edgenuity for Credit recovery. Credit recovery is for students who have failed required courses and the opportunity to repeat those classes is not possible.

Courses Available through JAMS+B2 (Juda, Albany, Monticello, Black Hawk, & Brodhead School Districts)

Black Hawk students have the opportunity to take courses taught by instructors at Juda, Albany, Monticello and Brodhead. Student would take these courses at Black Hawk via distance learning technology. They participate in the course by watching the instructor via the TV. Over the last couple of years, Black Hawk has had students enroll/complete a Statistics Math course from the Monticello School District. Examples of courses a student could enroll in are: Statistics, Astronomy, Holocaust, Child Development, Psychology, Computer Science, Accounting, Engineering, Project Lead the Way, and CAD. Students interested in what courses are available through JAMS+B2 should see Mr. Milz, Mr. Chambers, or Ms. Crotty.

Study Hall, Student Volunteers, Independent Course Option and Distance Learning

STUDY HALL: NO CREDIT

Students may have ONE study hall during their eight period day. No student shall have two full study halls. However, a student may have a study hall and a half (every other day) if they are a band/choir student.

SCHOOL VOLUNTEER: NO CREDIT

Students interested in the field of education or any of the educational disciplines will be placed in an educational setting. And, students interested in the clerical field, both on campus. Students obtain experience and knowledge in a career related activity. Students will work one on one with a cooperating teacher to enhance knowledge of career path, work skills, management skills, cooperative learning, communication skills, responsibility and reliability, and diversification of learning styles. Students will work one on one with the clerical staff to obtain experience and knowledge in a career related interest and enhances knowledge of career path, clerical skills, management skills, cooperative learning/work, organizational skills, responsibility, and promptness/attendance. The cooperating teacher or clerical staff will evaluate each student.

Prerequisite: **SENIORS ONLY**. Students will be selected by individual requests of that student or staff member. **FRESHMAN THROUGH JUNIORS** can be a volunteer during their study hall time. They are not allowed to have a study hall and a volunteer period. Exceptions may be made for specific situations and at the discretion of the Principal and School Counselor.

INDEPENDENT COURSES

At times students are allowed to take a class independently. This is not the norm for students but occasionally happens due to scheduling conflicts. This option is for students who have two required classes at the same time, or are enrolled in a class that only has one section and they want another course; for example, Ag/FFA or Spanish, classes that go in a sequential order. Students are NOT allowed to just decide on their own that they want to take a class independently. Students must realize that taking a class independently means it's their responsibility to communicate with the teacher, obtain necessary assignments and turn in work on time. Teachers who allow students to take their class independently may require the student and their parents to sign a contract that outlines the course expectations. Independent courses are permitted at the discretion of the Principal, School Counselor, and Classroom Teacher.

DISTANCE LEARNING: (1/2 and 1 Credits courses available)

CESA 3/SRTNC offers several distance learning classes during the school year. Distance Learning is when a student takes a course through another school district but takes the class from Black Hawk via the TV. The instructor may be a Black Hawk teacher or may be an instructor from a different CESA school district. Students interested in learning more about distance learning should see Ms. Crotty.

ON-LINE COURSES: (1/2 and 1 Credits courses available)

Students may enroll in on-line course for classes not offered at Black Hawk. A contract must be signed by the student, parents/guardians and administration. Students interested in on-line course should seek assistance from Ms. Crotty or Mr. Milz.