

**Bayfield High School**  
**Course Description Book**  
**2026-2027**



School Board Approved: January 26, 2026

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<b>Timeline for Scheduling Process</b>	
January-February	Distribute Course Planning Guide/Students make course requests.
March	Master schedule is created
April-June	Student schedules are generated based on their course requests
August	Schedules are mailed home and/or handed out on the first day of school.

**BAYFIELD HIGH SCHOOL  
COURSE DESCRIPTION BOOK 2025-2026**

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Dear BHS Student,

Your experience at BHS is geared toward preparation for learning beyond high school. It is clear that today's teens will need to continue learning as they prepare for their future careers no matter which path they take. All students need to challenge themselves and use all eight semesters as preparation. Lifelong learning is important and rigorous study in high school is necessary for success in future endeavors.

Planning for your high school education is an exciting time. There are many choices and options, and your selections will shape your experience. Careful thought and planning are needed to shape your decisions. Many courses follow a sequence and have prerequisites. For your assistance, see below the general four-year guideline of when specific courses required for graduation typically fall.

### **GRADUATION REQUIREMENTS - 25 TOTAL CREDITS**

#### **Required Credits: 25 Credits**

**All classes are .5 credit per semester**

<b>SCHOOL CONNECT</b>	<b>0.5 CREDIT</b>
<b>ED. FOR EMPLOYMENT</b>	<b>0.5 CREDIT</b>
<b>PERSONAL FINANCE</b>	<b>0.5 CREDIT</b>
<b>SOCIAL STUDIES</b>	<b>3.0 CREDITS</b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>4.0 CREDITS</b>
<b>MATHEMATICS</b>	<b>3.0 CREDITS</b>
<b>SCIENCE</b>	<b>3.0 CREDITS</b>
<b>PHYSICAL EDUCATION</b>	<b>1.5 CREDITS</b>
<b>HEALTH</b>	<b>0.5 CREDIT</b>
<b>ELECTIVES</b>	<b>8.5 CREDITS</b>

**ALL students must take and pass a Civics exam prior to graduation.**

**Students will be granted 0.5 credit in physical education for participating and completing the season in a varsity sport during their Junior or Senior year. However, a pupil granted .5 credit for participating in a varsity sport will need to complete an additional 0.5 credit in English, Social Studies, Mathematics, Science, or Health education in lieu of 0.5 credit in Physical Education. Total credits needed remain at 25.**

Note to 4 year-college bound students:

Students intending to apply to most 4-year universities need to take 3-4 high school science and 3-4 high school math credits to qualify for college consideration. For math, it is required to take Algebra I, Algebra II, and Geometry. In addition to Physical Science and Biology, an additional credit in Chemistry or Physics is suggested. When considering any post secondary option it is important that you know the requirements for admission.

**The Bayfield High School operates on an eight period day.** High school students are required to take 6-6.5 credits per year, a maximum of 8 credits per year. (Except the semester of early graduation.) It is recommended that students take 7 credits each year.

#### **Alternative Education Graduation**

To promote a respectful and nurturing environment and strive for success for each student, the School District of Bayfield may provide a variety of pathways to graduation. Each of these pathways will provide an opportunity for students to meet the requirements of §118.33 (1) Stats.

#### **Pathways to graduation include:**

- Successful completion of District credit requirements that meet §118.33(1)(a) Stats.
- Enrollment in an alternative education program (§115.28 (7)(e)(1) Stats)
  - The student must demonstrate a level of proficiency in the subjects listed in §118.33 (1) par. (a) Stats equivalent to that which he or she would have attained if he or she had satisfied the requirements under §118.33 (1) par. (a) Stats.
  - The student must attain a score of at least 65% on the District approved civics test.
  - The student must be enrolled in school for a minimum of 15 hours per week.

#### **School District of Bayfield alternative education programs include:**

- The District's experiential/project-based alternative education program.
  - Competency may be based on student portfolios.
  - Students may be assessed using an alternative grading system.
- GED Option #2

## Course Offerings 2025-26

### Art

2D Art I  
2D Art II  
Drawing & Painting I  
Drawing & Painting II  
Sculpture & Crafts I  
Sculpture & Crafts II  
H2O Colors I  
H2O Colors II  
Advanced Art

### Business

Ed. for Employment  
Personal Finance  
Adv. Personal Finance  
Intro to Computer Apps  
Adv. Computer Apps.  
School-to-Work - 2 cr. max  
Intro to Business  
Youth Apprenticeship  
Teacher Aide

### Driver's Education

Classroom Instruction  
Behind-the-Wheel

### English

English 9  
English 10  
English 11  
Contemp. Lit. I  
Contemp. Lit. II  
Communications  
World Lit. I  
World Lit. II  
Grammar I  
Grammar II  
Literature & Film  
AP Literature & Composition

### Family & Consumer Sciences

School Connect  
Foods I  
Foods II  
Foods III  
Fashion & Design I  
Fashion & Design II  
Independent Living  
Human Growth & Development  
Assistant Childcare Teacher  
Parent & Child

### Health & Physical Education

Health  
Physical Education 9  
Physical Education I  
Physical Education II

### Math

Algebra I  
Geometry  
Algebra Bridge (grade 11)  
Algebra II  
Pre-Calculus  
Calculus  
Life Skills Math A/B (grade 12)

### Music

Band  
Choir  
Jazz Band

### Native American Studies

Indigenous Arts & Crafts  
Indigenous Myths & Legends

### Science

Physical Science  
Biology I  
Biology II  
Chemistry (2027-28)  
Physics (2026-27)

Field Studies I - Forestry  
Field Studies II - Aquaculture  
Anatomy & Physiology  
Advanced Science Topics

### Social Studies

World History  
US History  
Government  
Geography  
Indigenous People of WI  
Indigenous People of the Americas

### Technology Ed.

Construction I  
Construction II  
Electrathon I - Design/Drafting  
Electrathon II - Fabrication  
Video Production  
Welding I  
Welding II  
Home Entertainment Systems  
Boat Construction  
Tech Lab Assistant/Independent Study

### World Language

Spanish I  
Spanish II  
Spanish III  
Spanish IV (Independent)  
Ojibwe I  
Ojibwe II  
Ojibwe III (Independent)  
French I



# ART

## **DRAWING AND PAINTING I - .5 Credit**

***Prerequisites: None***

This course is an intermediate one semester course designed to build upon and increase the students knowledge of the elements and principles of design and familiarity with an increased variety of media and techniques. The objectives are to give the student a basic understanding of visual and cultural arts, develop critical thinking skills and positive self awareness, and develop a greater appreciation of the Arts. This is done by teaching the student about some aspects of drawing one quarter and some aspects of painting the following quarter. Mediums will vary. Complete course outline available upon request. Can be offered an additional semester as an advanced course.

## **DRAWING AND PAINTING II - .5 Credit**

***Prerequisite: Drawing and Painting I & Instructor approval***

## **SCULPTURE AND CRAFTS I - .5 Credit**

***Prerequisites: None***

This course is a basic introductory semester course designed to reinforce the knowledge of the elements and principles of design through work with a variety of mediums and techniques. It is designed to develop the student's abilities to make critical judgments about art, and to understand and appreciate the influences of art from other times and cultures and develop a positive self-awareness. The format is set up as one quarter sculpting and one quarter crafts. Mediums are wire, photography, clay, wood, plaster, beading, stone, paper mache, leather and cloth. Outline available upon request. Can be offered an additional semester as an advanced course.

## **SCULPTURE AND CRAFTS II - .5 Credit**

***Prerequisite: Sculpture and Crafts I & Instructor approval***

## **TWO DIMENSIONAL ART I - .5 Credit**

***Prerequisites: None***

THIS COURSE IS PERFECT FOR THE STUDENT INTERESTED IN ART BUT WITH LIMITED PRACTICES AND KNOWLEDGE IN THE ARTS. This course is an introductory one semester course designed to introduce the student to the elements and principles of design through working with the two-dimensional aspect of art. Objectives are to teach comprehension and use of materials, basic art skills, to build self confidence, to teach art history, and to allow personal reflection and interpretation. Mediums: paper, homemade paper, stain glass, batik, graphic design, straight edge painting, sand painting, photography. Course outline available upon request. Can be offered an additional semester as an advanced course.

## **TWO DIMENSIONAL ART II - .5 Credit**

***Prerequisite: Two Dimensional Art I & Instructor approval***

## **WATERCOLORS I - .5 Credit**

***Prerequisites: None (Drawing & Painting suggested)***

Watercolor painting is designed to help students improve their skills in the techniques of watercolor painting. This course covers the basic techniques in the use of watercolor and materials related to the media. Subjects range from still life and landscape to portrait. Projects are aligned with prevalent styles in the history of art and artists of the past and present. The appropriate Wisconsin state standards in art and design are used as the guideline in assessment toward mastery. Can be offered an additional semester as an advanced course.

## **WATERCOLORS II - .5 Credit**

***Prerequisite: Watercolors I & Instructor approval***

## **ADVANCED ART - .5 Credit**

***Prerequisite: Instructor approval***

The purpose of this course is to offer the gifted art student the ability to study art at an advanced level. This course is devised to give the student the opportunity to excel and refine their talents in one or more of the general art categories offered. They will work from past knowledge, skills and projects to reach depth in understanding, production and knowledge. This advanced course work is intended to help in preparation for college level art courses.

## **BUSINESS EDUCATION**

### **INTRO TO COMPUTER APPLICATIONS – .5 Credit (Grades 9-12)**

Students are introduced to or will improve a variety of computer related skills.

They include the following:

Microsoft Word (posters, tables, letters)

Excel (spreadsheets)

Typing using the home row

Coding (Similar to Python)

Canva

Computer tech skills (assembly of computers)

Students could also focus on skills related to using the Google Suite or Powerpoint.

During part of the semester students will choose a topic to delve into deeper and work more independently.

### **ADVANCED COMPUTER APPLICATIONS – .5 Credit**

***Prerequisite: Intro to Computer Applications Grades 9-12***

Students will develop more advanced computer skills as they work independently on tasks.. These skills are useful for high school, college, as well as a wide range of jobs. At the beginning of the semester, all students will do a few projects with Canva, Excel, coding, and Adobe applications. After the introductory projects, students will make their own individual learning plan for the remainder of the semester. Students can work at their own pace and focus on areas of interest. Students can focus intensely on one area or choose various areas of focus. Students should be prepared to work independently and learn problem solving skills.

- **ADOBE APPLICATIONS:**

Adobe is a complicated software that could include Photoshop, Illustrator or InDesign.

- **CODING**

Learn coding by creating graphics. This makes coding more fun and engaging as you problem solve and debug code.

- **EXCEL**

This is the standard program used in many businesses and organizations. You can format, organize and calculate data in spreadsheets, as well as create graphs and tables.

### **INTRODUCTION TO BUSINESS - .5 Credit (Grades 10, 11, 12)**

***Prerequisite: None Grades 10-12***

This course is designed to acquaint students with the major activities associated with a business. Students will study marketing, management, entrepreneurship and accounting. We will also explore different types and sizes of businesses by having many community business owners visit our class. Students will participate in a variety of hands-on projects and business simulations.

### **PERSONAL FINANCE – .5 Credit (Grades 10, 11, 12)**

Personal Finance's primary objective is to provide students with basic financial tools and knowledge that will enable them to build the lives they envision. The course will use a practical approach while covering topics such as planning for the future, budgets, loans, insurance, spending and credit, saving and investing.

### **ADVANCED PERSONAL FINANCE - WEALTH MANAGEMENT - .5 Credit (Grades 11-12)**

***Prerequisite: Personal Finance***

Students in this class will learn more in depth about the following topics: investing, funding retirement, taxes. As these topics are explored we will also study behavioral finance, so that students can understand better why we make the choices that we do concerning spending and saving money. We will re-explore budgeting and learn more about frugal living, and participating in the gig economy.

### **\*EDUCATION FOR EMPLOYMENT - .5 Credit (Required, Grade 11)**

This course provides students with career information as well as practical job-seeking skills. Students will write a personal resume, cover letter and practice interview techniques. Some financial topics related to employment will be covered such as taxes and paying for college/post-secondary training. Worker rights, diversity and alternatives to 4 yr. colleges will also be covered.

### **SCHOOL-TO-WORK**

Every 90 hours of work is worth .5 credit- Maximum of 2 credits. Students must successfully complete the Education for Employment Course prior to experience.

### **WORK EXPERIENCE - Maximum 2 Credits (including summer) Prerequisites:**

1. *Passing all classes*
2. *Regular attendance at school*
3. *No consistent or serious disciplinary referrals (none during period of employment).*
4. *Educ. for Employment Class (Pre-Employment Skills)*
5. *Schedule the first week of the semester*

### **ELIGIBILITY REQUIREMENTS**

In order to participate in the School Supervised Work Experience Program at Bayfield School, students will need to meet the following eligibility criteria:

- 1) Each student must successfully complete the application process by presenting to the School-to-Work Coordinator the following information:
  - a) Completed Application Form
  - b) Personal Resume (assistance is available).
- 2) The student must take the Education for Employment Course in conjunction with or prior to the work experience.
- 3) Each prospective school supervised work experience student will meet with the School-to-Work Coordinator to review qualifications and responsibilities. The student must satisfactorily complete an interview with the

School-to-Work Coordinator prior to beginning the work experience.

- 4) If accepted into the program, the student will be expected to comply with the School-to-Work agreement form.
- 5) The School-to-Work Coordinator will determine the appropriate level of work experience for each applicant.
- 6) Students will be eligible to reapply at semester, following the same procedures.

The School-To-Work Program is open to all high school students who have completed Education for Employment. Students must arrange their own work sites with employers. Contracts, timesheets, job skills list, and pre-employment skills training are required for high school credit. Only juniors and seniors who have completed E4E are excused for work during part of the school day.

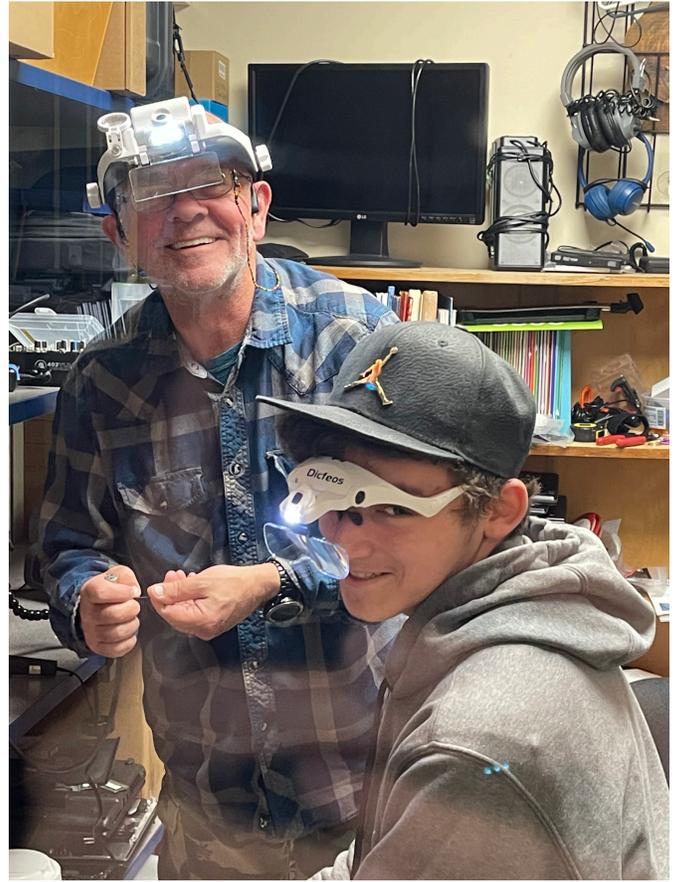
#### **YOUTH APPRENTICESHIP (Grades 11/12)**

A unique program that integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Application/eligibility process required via CEP, Inc. See Counselor for details

#### **TEACHER AIDE - .5 Credit - (Maximum 0.5 credit allowed) (11,12)**

***Prerequisites: Complete Teacher Aide Form within first week of semester.***

Any student that desires to take this course for credit will be under the supervision of a classroom teacher. The teacher will assign various tasks and duties to meet the subject/grade area.



***Mr. Matier and Dillon work on computers for an in-house computer science work experience.***

## ENGLISH

Since each student is required to earn four credits in English in order to graduate, the normal student load in English is one class per semester. It is recognized that our students exhibit a number of learning styles which will be accommodated as much as the curriculum allows. Literature classes will be presented in ways which allow students some choice in projects. In writing classes, however, students will be expected to demonstrate mastery through writing.

### **\*ENGLISH 9 - 1 Credit (Required, Grade 9)**

This is an entry level class which will focus primarily on two broad areas of language arts skills: literature and writing. The literature element includes short stories, poetry, drama, and the novel. The writing component will allow students a variety of writing styles, situations, and audiences.

### **\*ENGLISH 10 - 1 Credit (Required, Grade 10)**

#### ***Prerequisite: Freshman English***

Writing process activities will be used, and students will learn to compose essays. This course will also provide a close look at a novel, the elements, style, and context of the work and its author. Finally, sophomore English will provide a mix of opportunities to apply language arts skills through play reading, short story and poetry analysis, and communications projects. One portion of this required class will allow students to learn and apply fundamentals of research writing. From the idea search to gathering and processing of information to the writing process to the finished product, students will complete the research process.

### **ENGLISH 11 - 1 Credit (Elective, Grade 11)**

#### ***Prerequisite: Sophomore English***

This class will allow students to continue to build experience in literature and writing. Students will complete various units based on desired writing skills and an increased knowledge of literature. Projects will develop from skills introduced in sophomore English. Students will compose more complex essays. The literature component will include the study of novels, plays, short stories, and poetry.

### **GRAMMAR I and II - .5 Credit (Elective, Grades 9 – 12)**

The focus of this course will be on grammatical structures and parts of speech. The proper mechanics of written and oral speech and concepts of English usage will be covered. Students can also expect to find some emphasis placed on vocabulary building, related vocabulary clusters, and proofreading strategies.

### **CONTEMPORARY LITERATURE I and II - .5 Credit (Elective, Grades 11 or 12)**

#### ***Prerequisites: Sophomore English***

Students in this class will read novels, plays, and short stories written in the last forty years. Students will learn about the twentieth century character and how it reveals truths about people in general. Class discussion and written work will center around the topics of human nature and human values.

### **WORLD LITERATURE I - .5 Credit (Elective, Grades 11 or 12)**

#### ***Prerequisites: Freshman English & Sophomore English***

This survey of world literature class will begin with the literature and history of the Anglo-Saxons and continue with a variety of literature from different world regions and time periods up to the mid-17th Century.

### **WORLD LITERATURE II - .5 Credit (Elective, Grades 11 or 12)**

#### ***Prerequisites: Freshman English & Sophomore English***

This class will be a continuation of world literature I. It will contain poetry, prose, drama, and essays from around the world from the 18th Century to the present.

### **COMMUNICATIONS - .5 Credit (Elective, Grades 11 or 12)**

#### ***Prerequisite: Freshman & Sophomore English***

Students in this class will focus on written communications one quarter and public speaking skills for one quarter. Poetry and personal narratives as well as reports and business letters will be included in the written communication curriculum. A variety of speeches will be used for the speaking curriculum as well as learning communication styles, body language, and gestures. Class participation weighs greatly in grading.

### **LITERATURE & FILM - .5 Credit (Elective, Grade 11 or 12)**

Students will explore the connections between literature and film through in-depth study of film, writing, and film production from a literary perspective. Students will study film history, read novels that inspire film, and analyze film through discussion and film analysis papers. Students will become more knowledgeable and appreciative readers and perceptive viewers of film through learning basic cinematic techniques that define different genres of film.

### **ADVANCED PLACEMENT LITERATURE AND COMPOSITION (Elective, Grades 11 or 12)**

This class is a course that engages students in the careful reading and critical analysis of imaginative literature. As students read, they will consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. At the end of the course students may have the potential to earn three to six college credits.

## **FAMILY AND CONSUMER SCIENCES**

### **\*SCHOOL CONNECT - .5 Credit (Required grade 9)**

This course is designed for incoming freshmen and transfer students. This course will facilitate in developing social & emotional skills in students and guide them to applying them in school, at home, in the community, academics, and life.

### **HUMAN GROWTH & DEVELOPMENT - .5 Credit**

*Prerequisites: None*

This is a one semester course designed to help students gain a better understanding of themselves, relationships with others, and the world around them. It begins with the students' exploration of what it means to develop a sense of self and it takes them through the importance of developing communication skills and decision-making skills and how to integrate them into their life plans and adapt them throughout the family life cycle.

### **FOODS I - FAMILY, FOOD & SOCIETY - .5 Credit**

*Prerequisites: None*

This course emphasizes meal preparation and planning, safety and sanitation procedures in the kitchen, the relationship of nutrition to health and well-being, and local and traditional foods. Students get many chances for "hands on" experiences in the food labs with an emphasis on basic cooking and baking skills and reading recipes.

### **FOODS II - FOODS & NUTRITION FOR THE FAMILY - .5 Credit**

*Prerequisite: FOODS I - Family, Food, & Society*

This course reviews and builds on the concepts learned in Foods I. Students will also investigate our global food system and international cuisines. Food labs build on basic cooking and baking skills as students learn new techniques and how to prepare more difficult recipes.

### **FOODS III - FOOD SERVICE & HOSPITALITY - .5 Credit**

*Prerequisite: Foods II (Can we say only 11-12 grades?)*

This course is oriented toward the individual who has an interest in the food service industry. Students investigate skills needed in the food service industry such as customer service, menu planning and kitchen management. Students also get "hands on" experience in our own student restaurant where students have the opportunity to work in all of the jobs involved in the operation of the restaurant.

### **FASHION / DESIGN I - .5 Credit**

*Prerequisites: None*

In this class students will learn sewing skills while creating easy-to-sew garments. Projects might include lounge pants, tote bags, ribbon skirts and more. Students will be introduced to beginning sewing skills such as pattern fitting, technical sewing terminology, construction techniques and the properties of various fibers and fabrics. This course will also investigate the history of the global fashion industry.

### **FASHION / DESIGN II - .5 Credit**

*Prerequisite: Fashion / Design I & Instructor approval*

Students will continue the development of sewing skills through creation of garment or accessories projects. Students will utilize knowledge and skills they have previously developed to select or design projects. Textile careers will also be investigated.



*Amelia wearing the ribbon skirt she made in Fashion/Design.*

**ASSISTANT CHILDCARE TEACHER - .5 Credit**

*Prerequisites: Grades 11 or 12, Parent and Child preferred*

If you like children and are considering a career in early childhood education this is the class for you! This DPI approved assistant child care teacher training program is considered an advanced level vocational occupational course. Students who successfully complete this course will receive an Assistant Child Care Teacher certificate issued by the Wisconsin DPI. This class studies the development of children's birth through six years. It explores the employment and career opportunities related to the field of early childhood development and education. The Head Start programs in Red Cliff and Bayfield provide the students with plenty of "hands on" experience. Past students of this class all agree that the best part of this class is the "Troller Hilltop Playschool". This playschool is available to area children and show the students the opportunity to actually plan and develop activities for 3 to 5 year old children.

**PARENT & CHILD - .5 Credit (Grade 11 or 12)**

This is a new course that was developed out of a need for students to address concerns affecting parent-child relations, and families need to develop skills that will be needed to adapt to changing environments and then to develop appropriate courses of action based on their needs at different points in their lives. The class will plan a group activity project which involves a continuing concern regarding parent-child relations of the group's choice.

**INDEPENDENT LIVING - .5 Credit (Grade 11 or 12)**

The course Independent Living is designed to give students a comprehensive overview of the skills and goals they need to effectively manage their daily lives. The class begins with a basic introduction to the management process and continues with how to use this process daily and throughout life. Managing personal and family life, relationships with others, meal planning and preparation, clothing, housing, finances, and consumer and career choices are covered in this course.

**HUMAN SERVICES - .5 credit (Grade 11 or 12)**

Principles of Human Services in an introductory course designed specifically for high school students who are interested in learning about careers available in the field of human services. The course provides a comprehensive look at the aptitudes, attitudes, and skills; education and training; and specialized knowledge needed to succeed in a vast array of careers related to human services.

**GLOBAL FOODS: EXPLORING TRADITIONAL FOODS AND REGIONAL CUISINES - .5 credit**

**(Grade 11 or 12)**

This course offers an in-depth exploration of the diverse and rich culinary traditions from around the world. Students will investigate the cultural, historical, and geographical factors that shape food practices, dishes, and regional cuisines. By examining various traditional foods, cooking techniques, and eating rituals, students will develop a deeper understanding of how food reflects cultural identities, economic conditions, and historical migrations. Students will explore the unique flavors, ingredients, and customs that define global food traditions through in-class activities, hands-on cooking experiences and a research project.

# HEALTH & PHYSICAL EDUCATION

## **\*HEALTH - .5 Credit (Required, Grade 10)**

This course deals with health issues in today's society including physical, emotional, and societal health. It is designed for students to gain a better understanding and awareness of current health issues and related concerns. Topics that are studied concentrate on the wellbeing and healthy lifestyles of the student. The topics that are focused on include: communicable and noncommunicable disease; physical/mental health; body systems; nutrition; drug and alcohol abuse; Youth Mental Health First Aid certification; lifeskills; healthy relationships; influences on our health, health careers and training opportunities.

## **\*Physical Education 9 - .5 Credit (Required)**

Freshman P.E. will be an introductory course developing the basic knowledge and skills needed to participate in both lifetime leisure and team sport activities to a level of successful participation and passing the written exams with 80% proficiency. Activity units offered will be, but not limited to, basketball, flag football, soccer, volleyball, softball, floor hockey, volleyball, lacrosse, racquetball, tennis, swimming, strength training and conditioning, ping pong, shuffleboard, badminton, and board games. Winter sports unit with activities such as broomball, ice hockey, ice skating, downhill and cross country skiing, snowboarding and snow shoeing.

Each unit will range in length depending on the facility and equipment availability. Certain units will require bussing and this will be provided by the School District of Bayfield.

## **\*Physical Education I - .5 Credit (Required)**

P. E. will be a continuation of activity units offered in Freshman P. E. starting with reviewing the basics in knowledge and skills and moving into the intermediate level of proficiency.

New units introduced will be golf, bowling, lifeguard training, cooperative games, and dance. Some of the units will require lab fees. The length of each unit will vary and bussing will be provided by the School District of Bayfield.

## **\*Physical Education II - .5 Credit**

P. E. will be a continuation of activity units offered in P.E. I. Activity units will vary in length, moving into the mastery level of proficiency. New units introduced will be karate, archery, kayaking, and orienteering. Some lab fees required and bussing will be provided by the school district.

# MATHEMATICS

## **ALGEBRA I - 1 Credit**

Introduction to Algebra that combines all of the skills presented in Algebra classes above. Problem solving skills are emphasized. Math Lab required, unless approved by the teacher.

## **GEOMETRY - 1 Credit**

### ***Prerequisites: Algebra I***

This class uses a formal approach to the study of shapes, sizes and applications. The academics are basic Algebra intensive and proof focused

## **ALGEBRA II - 1 Credit**

### ***Prerequisites: Algebra I***

Algebra II starts with a review of the concepts and skills of algebra studied in previous courses. Students will gain experience with Exponential Logarithmic Functions, Sequences, Conic Sections and an introduction to Trigonometry.

## **LIFE SKILLS MATH A (Sem I) B (Sem II) - .5 Credit Each Semester**

This course is a single term course that will focus on everyday math skills needed within our community. Topics include but are not limited to; part-time and full time employment, basic purchases, banking services, credit, auto expenses, taxes, linear measurement, as well as functional math skills related to the concepts of time, money, and measurement.

## **CALCULUS - 0.5 Credit**

### ***Prerequisite: Algebra 2***

Calculus is a one semester course that introduces limits, continuities, derivatives, techniques of intersection, indeterminate forms and improper integrals. The concept of study groups will be utilized to prepare for college classes.

## **TRIGONOMETRY - 0.5 Credit**

### ***Prerequisite: Geometry***

Trigonometry is a one semester course that explores how angles and sides of triangles are related. Students will learn how to use trigonometric ratios like sine, cosine, and tangent to solve problems involving triangles, circles, and real-world situations. The class also covers graphing trigonometric functions, working with the unit circle, and solving practical problems related to science, engineering, and everyday life. Throughout the course, students will build stronger problem-solving skills, practice critical thinking, and see how math can be used beyond the classroom.

## **STATISTICS - 0.5 Credit**

### ***Prerequisite: Algebra 2***

**Statistics** is a one semester course focused on collecting, analyzing, and interpreting data. Students will learn how to organize data, create and interpret graphs, calculate statistical measures, and draw conclusions using real-world information. The course emphasizes critical thinking and data-driven decision making and prepares students for college, careers, and everyday problem solving.

# MUSIC

## **BAND – 1 Credit**

***Prerequisites: Prior band experience (in most cases, at least 2 years) and instructor approval***

High School Band (Grades 9-12) is a performance-oriented class that involves and enhances technical, artistic, and musical skills. A desire for self-motivation, teamwork, dedication and commitment to the Band are some of the basic expectations of this class. At least three concert performances, two marching performances, and numerous athletic band performances are required throughout the school year. This course will include instruction in music concerning styles, genre, ethnic, and nationalistic music as well as training to attain a high degree of proficiency on each student's respective instrument in order to create a perceptive, insightful and aesthetically accurate presentation of their music.

Expectations:

1. Be on time with properly maintained and accurately functioning instruments.
2. Have a reasonable understanding of the assigned music.
3. Study of basic music theory and musical scales.
4. Outside work (practice either at home or school) to increase familiarity with one's instrument and music assignment.

## **CHOIR - 1 Credit**

***Prerequisites: Instructor Approval***

High school choir is open to ninth through twelfth grade students who have a strong desire to sing and are willing to make a commitment to a performing ensemble. The high school choir members will be exposed to a variety of choral literature, develop proper singing technique, gain skills in reading music and perform three and four-part arrangements. There will be opportunities for solo singing, contest and solo and ensemble performances, as well as public performances for concerts and our graduation ceremony. As a member of a performing group our students gain skills that are useful in most aspects of life: responsibility, discipline and self-confidence. The **continuity of rehearsals is extremely important** and **attendance at all concerts and performances is mandatory**.

**JAZZ BAND** (This is a non-credit program offered outside the school day.)

***Prerequisite: Prior band experience & ability to play a musical instrument.***

Jazz Band is a performance oriented music class where students will gain a strong understanding of the following: different jazz styles and history, developing improvisational skills, background of famous jazz musicians, study of scales, blues scales, and modes, involvement in performances throughout the area, learning to play secondary instruments, preparation of performances.

# **NATIVE AMERICAN STUDIES**

## **INDIGENOUS ART AND CRAFTS - .5 Credit**

This class will be presented to encourage the students to learn the basic and more advanced patterns of bead work and other traditional and contemporary art and craft techniques. Birch bark, quill work, plaster mask construction, yarn weaving and beading are some of the projects that will be attempted. Students are encouraged to gather natural materials such as bark, porcupine quills, etc. to contribute to the class. Field trips will be taken when available to enhance classroom lessons.

## **INDIGENOUS MYTHS & LEGENDS- .5 Credit**

### **(Semester 2)**

This course will encompass research and understanding of an Indigenous world view. Exploration of creation stories and subsistence knowledge are just a few topics students will study. Guest speakers, hands-on experiences, and assignments completed individually and in small groups will all help to increase students' communication skills as well as understanding of the Indigenous worldview.

## **POWWOW 101 - .5 Credit (Semester 2)**

Powwow 101 is an introductory cultural studies course focused on the history, meaning, and cultural significance of powwows within Indigenous communities. Students will examine the origins of powwows, their historical evolution, and their continued role today as spaces for cultural expression, community gathering, and intertribal connection. The course will introduce powwow etiquette, protocols, and expectations for respectful participation. Students will learn about drum groups, songs, dance styles (including traditional, fancy, jingle, and grass dance), regalia, and the cultural meanings behind colors, movements, and symbols. Emphasis is placed on respectful observation, listening, and cultural awareness. Instruction will include multimedia resources, guest speakers when available, hands-on learning activities, and opportunities to attend or observe local powwows. This course is designed to build cultural understanding and appreciation while reinforcing respect for living Indigenous traditions.

## SCIENCE

### **\*PHYSICAL SCIENCE - 1 Credit (Required)**

#### ***Prerequisites: None***

Introduction to chemistry and physics; Topics include measuring, properties of matter, chemical changes, compounds, elements, atomic structure, acids and bases and chemicals in society, sound, light, color, work, energy, heat, magnets, electricity and radioactivity. Lab work required.

### **\*BIOLOGY I - 1 Credit (Required)**

#### ***Prerequisites: None***

This course provides an overview of basic biological concepts including an in-depth study of the nature of life from bacteria and viruses to highly evolved complex organisms. Special attention will be devoted to investigating cellular structure, the DNA molecule and genetic expression in plants and animals.

### **BIOLOGY II - 1 Credit**

**Offered 2024-2025 - Alternating with Field Studies I & II**

#### ***Prerequisites: Biology I***

For those who would like to explore the evolution and development of invertebrate and vertebrate biology. This course uses dissection as a learning tool for comparative anatomy and includes examination of human anatomical systems.

### **CHEMISTRY - 1 Credit 2025-2026**

#### ***Prerequisites: Algebra I & Physical Science***

Systematic study of structures, properties and reactions of matter. Topics include atomic structure, periodic law of elements, chemical bonds, solution equilibrium, acids and bases, electrochemistry and nuclear chemistry. Lab work is essential. This class is recommended for students considering 4-year colleges.

### **PHYSICS - 1 Credit 2026-2027 (One semester may be an option; Semester 1 or 2 not dependent on the other.)**

#### ***Prerequisites: Physical Science, Algebra II, concurrent Pre-calculus suggested***

Introduction to the scope of physics. Topics include the following: measurement, force, mass, acceleration, laws of motion, gravity, energy, work, power, light, heat, sound, electricity, magnetism, nuclear and high energy physics. Includes lab components. Emphasis on developing problem solving skills and creative thinking. Lab work is part of this class.

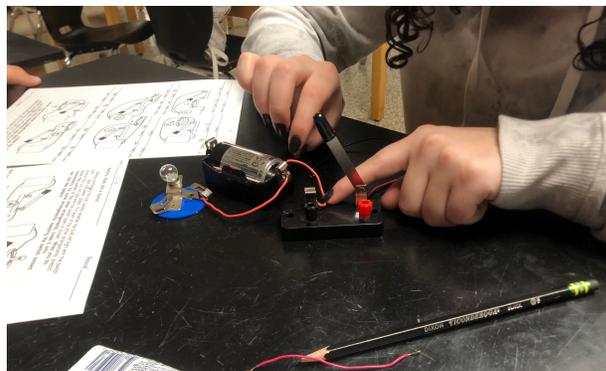
### **ANATOMY & PHYSIOLOGY - .5 Credit**

#### ***Prerequisites: Biology II or Chemistry or instructor approval***

This course is a pre-college course designed for seniors anticipating post-secondary life science majors. The human body is examined as to structure and function using various models, texts and dissection. Terminology of parts and function of structural systems will be emphasized.



*Alternative education students, along with the Red Cliff Treaty Natural Resources staff, identify macroinvertebrates while learning about the ecosystem at Frog Bay Tribal National Park.*



*Physics students investigate components of D.C. circuits.*

### **FIELD STUDIES I - FORESTRY - .5 Credit**

**Enrollment limited - Semester 1, 2023-2024**

***Prerequisite: Biology I or instructor approval***

Students will learn the basics of woodlot management, landscaping, identification of forest plants, forest succession, soils, ecosystem dynamics, and sustainable forestry. Students will conduct forest research, assess timber stands, utilize GPS and GIS technology to map and survey the school forest. Careers in forestry will be discussed, guest speakers will be invited to the class. Students will be expected to work outdoors in all types of weather building trails and creating interpretive trails. Each student will be expected to create a detailed forest management plan as a final project. Can be taken an additional semester as an advanced learning project.

### **FIELD STUDIES II - AQUACULTURE - .5 Credit**

**Enrollment limited - Semester 2, 2023-2024**

***Prerequisites: Physical science or instructor approval***

This course will explore fish biology, aquatic resources, how to raise fish, its importance to our community, and opportunities to start businesses related to fish. Numerous hands-on activities include building tanks, plumbing, water chemistry, dissection and cleaning tanks. Much of the course will be conducted outside of the school building at the new aquaculture facility in Red Cliff. Additionally, learning how to become a leader will be an important component of the class. Guest speakers will be a part of the class. Can be taken an additional semester as an advanced learning project



### **ADVANCED SCIENCE TOPICS - 1 credit**

***Prerequisites: Geometry, Algebra 2, and Chemistry (or instructor approved)***

This is a project based class in which students will apply science concepts they have learned throughout high school and learn some basic engineering skills. While in this class, students will teach science concepts to elementary school students and build a Rube Goldberg machine. Students must be highly motivated and be able to work well individually and in small groups.

## SOCIAL STUDIES

### **\*WORLD HISTORY - 1 Credit**

***Prerequisite: None - (Required as a Freshman)***

World History is a year-long course that shows how the past impacts on today's world and how people throughout time have faced similar issues and situations. Study begins with ancient civilizations and continues through the present.

### **\*UNITED STATES HISTORY - 1 Credit**

***Prerequisite: World History - (Required as a Sophomore)***

Patrick Henry wrote, "I know no way of judging the future but by the past". U.S. History is a year-long course that begins with the Post Reconstruction Era and continues through today. Along the way, events will be viewed in themes of government, geography and diversity.

### **\*GOVERNMENT - .5 Credit (Required, Grade 11 or 12)**

This survey course explores American and Tribal government on the national, state and local level. This course is designed to develop an understanding of political processes so students will be prepared to assume adult responsibilities in the political arena. This course is a state requirement for graduation.

### **GEOGRAPHY - .5 Credit (Grade 11 or 12 or instructor approval)**

The root of the word geography is an ancient Greek word meaning "earth description". Geography is a one semester class studying the earth's physical features as well as the countless and fascinating ways that humans, animals and plants interact with the world around them.

### **INDIGENOUS PEOPLES OF WISCONSIN - .5 Credit**

The Wisconsin Indigenous History class will be presented in ten units that will cover Wisconsin tribes with a special unit presenting the Ojibwa. The migration to the Chequamegon Bay, the fur trade, treaties, and federal legislation are examples of the units that will be covered in this class. Students will be required to prepare reports pertaining to famous Wisconsin Indigenous people, Wisconsin Indigenous People wars, Wisconsin Indigenous customs, and contemporary issues. Field trips are included to enhance the understanding of topic materials.

### **INDIGENOUS PEOPLE OF THE AMERICAS - .5 Credit**

The Indigenous People of the American History class will cover the period from Pre-European contact up to the present time. Units covered will pertain to Indigenous People policy federal legislation and treaties made with the different distinct tribes of North America. Reports pertaining to famous Indigenous people, Indian wars, Indigenous customs and current contemporary issues will be included into classroom discussion as well as written reports. Field trips will be included into classroom topics to enhance the understanding of topic materials.



***2022 WIEA Conference - The Woodland Sky Dance Company performs for Wisconsin educators.***

## TECHNOLOGY EDUCATION

### **CONSTRUCTION I - .5 Credit (Grades 9-12)**

This course will introduce the high school student to various construction technology systems. Areas to be studied are residential and civic construction. Students will learn basic hand and power tools for the Construction field building small projects and larger school projects such as benches, gazebo or retaining walls. Students will earn certification in the Career Connections Book I. **Career Connections:** architect, engineer, draftsman, carpenter, plumber, electrician, and other building trades will be explored.

### **CONSTRUCTION II - .5 Credit (Grades 9-12)**

#### ***Prerequisite: Construction I***

Continued development of Construction Skills and certification in the Career Connections Book II. Students will build a small structure such as a garden shed

### **VIDEO PRODUCTION .5 Credit (Grades 9-12)**

#### ***Prerequisite: None***

This class will introduce the various systems of communication technologies with an emphasis on current technological developments and filmmaking. Students will study digital photography, video production, and digital audio recording. Class members will participate in various photography and video production projects such as the Music Video, Image Swap, All School Lip Dub

**Career Connections:** Photographer, Videographer, Graphic Artist, Radio DJ, Web page Designer



*Jamee, Madosin, and Morgan are showing off personal safety equipment for Welding and Electrathon Classes.*

### **WELDING I - .5 Credit (Grades 9-12)**

**Prerequisite: None** *May take class one more semester with instructor approval.* This class will cover the various areas of Welding Skills. This course has been designed for both the student who is interested in the Welding field and a student who just wishes to have more skills and understanding of welding and Manufacturing. Areas to be covered include Stick Welding, MIG (Wire Feed Welding) and CNC Plasma Cutting

**Career Connections:** Life Skills, Welders, Manufacturing. Students will earn a Miller Welding Openbook Certification.

### **WELDING II - .5 Credit (Grades 9-12)**

#### ***Prerequisite: Welding I/ & Instructor approval***

Continued skill development of welding skills and Miller Openbook certifications. There will be project work with the possibility Aluminum welding using the TIG process

### **ELECTRATHON I - DESIGN / DRAFTING - .5 Credit (Grades 9-12)**

#### ***Prerequisite: None***

This class will introduce the high school student to the Computer Aided Design/Drafting process. Many types of drawing skills will be learned such as idea sketching, model building, mechanical drafting, rendering, and computer aided drafting. One major project will be to design and draw electric race cars (electrathon) to build and race in the Electrathon Class. Students will also have an opportunity to build models both scaled and full size of Electrathon vehicle designs. The class will spend time learning a Computer Aided Design program and traditional drafting tools.

**Career Connections:** mechanical engineer, draftsman, architect, product designer

### **ELECTRATHON II - FABRICATION - .5 Credit (Grades 9-12)**

#### ***Prerequisite: Electrathon I Design/Drafting***

Catch this class if you can! Have you ever been interested in designing & building a race car? How about driving one? Are you concerned with our nation's future energy supply & the impacts our energy use has on the environment? Then this class is for you. The main focus is to design, build, modify, test & race an electric race car called Electrathon. Activities include drafting/design, advertising, web page design, driving skills, mechanics, fabrication, welding, composite construction, road testing, radio communications & most importantly, teamwork. Students can enroll for a 2nd year for continued electric vehicle study with teachers permission.

**Career Connections:** designers, electronics, electricians, automotive technicians, science related careers, mechanics, etc.

### **HOME ENTERTAINMENT SYSTEMS - .5 Credit**

**(Grades 9-12)**

Introduction to Home Entertainment: Residential Audio / Video Systems (C-TECH Home Entertainment) provides students with the knowledge and skills needed to become certified entry-level installers in the high growth, smart home industry. Home entertainment systems have increased to rank among the top three most in-demand residential installations. It is estimated that over 300,000 new homes will need trained professionals to do installations this year alone.

Students who successfully complete this program receive an Industry-Recognized, Smart Home Professional-Residential Audio / Video Entertainment Systems Certificate (SHP-A/V Entertainment). **Career Connections:** Home Entertainment Installer

### **TECH LAB AIDE / INDEPENDENT STUDY - .5 Credit**

**(Grades 11 or 12)**

*Instructor approval required*

Students will assist the Technology Education Teacher in Lab activities and lesson preparation by participating in activities such as repair, maintenance, clean up, assisting students, and other various tasks. In addition, the student will have time to work on individual projects or school projects as they present themselves.

### **BOAT CONSTRUCTION - .5 Credit (Grades 9-12)**

Students in this class will have the opportunity to build a small wooden "Pram" style boat or another style of small wooden boat. Students will learn about boat design, boat construction, boat operation and then have the opportunity to try the boats out. Woodworking, fiber-glass/composite fabrication, boating safety will be just a few of the topics covered. Field trips to local boat builders, marine repair schools, and a local lake for open water training/boat testing. Students will also have the opportunity to earn a Wisconsin Boater Safety Certificate which is required for 16 year olds to operate motor boats in Wisconsin. **Career Connections:** marine mechanics, boat builder, marine technician, etc.

# WORLD LANGUAGE

## **SPANISH I - 1 Credit**

### **Prerequisites: None**

In Spanish I, students will make connections to their lives and to the products, practices, and perspectives of Spanish-speaking cultures through a study of a variety of topics, which may include:

- Information about yourself and others
- School day
- Eating preferences
- Family
- Shopping
- Community

Throughout the study of these topics, students will continue to focus on the three modes of communication: interpretive, interpersonal, and presentational. Students will be able to:

- Converse with other students about the topics listed above by asking and answering appropriate questions and combining and creating with known language structures.
- Interpret and understand parts of readings and video/audio clips about these topics.
- Write and present about these topics. Students should have good study skills and the ability to memorize and interact with others in partners and small groups.

## **SPANISH II - 1 Credit**

### **Prerequisites: Spanish I**

In Spanish II, students will build upon vocabulary and grammar learned in Spanish I such as present-tense verb conjugation and will add commands and the past tense to their language skills. Additionally, students will make connections to their lives and to the products, practices, and perspectives of Spanish-speaking cultures through a study of a variety of topics, including: daily routine; community; travel; past memories; celebrations; health and safety.

Throughout the study of these topics, students will continue to focus on the three modes of communication: interpretive (reading, listening, watching), interpersonal (communicating face-to-face with a peer), and presentational (formal writing or speaking). By the end of the course, students will be able to:

- Converse with students on topics listed above, asking and answering appropriate questions, combining and creating with known language structures.
- Interpret and understand parts of readings and video/audio clips on topics.
- Write and present on topics. Students will be able to understand parts of simple readings and audio clips, and converse in Spanish on topics previously covered. Students should be able to conjugate regular -ar, -er, and -ir verbs and the irregular verbs ser, estar, tener, hacer, and ir in the present tense; conjugate stem-changing verbs; use the verb gustar to talk about things people like/do not like; use basic adjectives, vocabulary and expressions.

## **SPANISH III - 1 Credit**

### **Prerequisites: Spanish II**

In Spanish III, students will make connections to their lives and to the products, practices, and perspectives of Spanish-speaking cultures through a study of a variety of topics, including: personal identity, nature, environment and our communities; health and wellness.

Throughout the study of these topics, students will continue to focus on the three modes of communication: interpretive, interpersonal, and presentational. By the end of the course, students will be able to:

- Converse with other students about the topics listed above by asking and answering appropriate questions and combining and creating with known language structures
- Interpret and understand parts of readings and video/audio clips about these topics
- Write and present about these topics

Students should be able to understand parts of simple readings and audio clips and comfortably converse in Spanish on the topics covered in Levels 1 and 2.

Students should be able to conjugate regular irregular verbs present tense; conjugate regular and irregular verbs in the past tense (preterit and imperfect); narrate in the past tense using the preterito and imperfect appropriately; tell someone what to do or not do using familiar commands; express themselves using vocabulary & expressions from levels 1 and 2.

## **SPANISH IV - 1 Credit**

### **Prerequisites: Spanish III**

In Spanish IV, students will make connections to their lives and to the products, practices, and perspectives of Spanish-speaking cultures through a study of a variety of topics, including: post-secondary education and careers; social justice and global awareness; environment; family and communities.

Throughout the study of these topics, students will continue to focus on the three modes of communication: interpretive, interpersonal, and presentational. By the end of the course, students will be able to:

- Converse with students on topics listed above, asking and answering appropriate questions, combining and creating with known language structures.
- Interpret and understand parts of readings and video/audio clips on topics.
- Write and present on topics. Students should be able to understand parts of simple readings and audio clips, converse in Spanish on topics previously covered. Students should be able to conjugate regular and irregular verbs present tense; conjugate regular and irregular verbs in the past tense (preterit and imperfect); conjugate regular and irregular verbs in the future tense; narrate in the past tense using the preterito and imperfect appropriately; tell someone what to do or not do using familiar commands; express themselves using vocabulary & expressions from Spanish I, II, and III.

## **FRENCH I - 1 Credit**

### **Prerequisites: None**

In French I, students will make connections to their lives and to the products, practices, and perspectives of French-speaking cultures through a study of a variety of topics, which may include:

- Information about yourself and others
- School day
- Eating preferences
- Family
- Shopping
- Community

Throughout the study of these topics, students will continue to focus on the three modes of communication: interpretive, interpersonal, and presentational. By the end of the course, students will be able to:

- Converse with other students about the topics listed above by asking and answering appropriate questions and combining and creating with known language structures.
- Interpret and understand parts of readings and video/audio clips about these topics.
- Write and present about these topics. Students should have good study skills and the ability to memorize and interact with others in partners and small groups.



## **OJIBWE LANGUAGE I - 1 Credit**

### **Prerequisites: None**

Ojibwe Language will be an introductory course presenting the alphabet, vocabulary, short sentences, and some grammar in relation to the structure of the language. Lists for food, animals, weather and other topics will be presented in addition to the workbook. Exercises for pronunciation in class and exercises in translation will be part of the daily routine. Seasonal field trips pertinent to Ojibwe Language will also be included as part of the class.

## **OJIBWE LANGUAGE II - 1 Credit**

### **Prerequisites: Ojibwe Language I**

Ojibwe Language II will be a continuation course presenting review from Ojibwe Language I and more usage of sentences, vocabulary, and grammar in relation to the structure of the language. Lists for everyday languages, conversations, and food, animals, plants and other topics will be presented in addition to the workbook. Exercises for pronunciation in class and exercises in translation will be part of the daily routine. Seasonal field trips pertinent to Ojibwe Language will also be included as part of the class.

## **DRIVER'S EDUCATION**

### **DRIVER'S EDUCATION - .5 Credit**

The Bayfield Driver Education program is taught at Bayfield High School. It satisfies both the number of classroom hours and behind-the-wheel hours required by the state. This foundation course emphasizes the theory and practice of responsible, defensive driving. Students learn the mechanics of driving, the execution of most driving operations and gain a thorough understanding of the rules of safe driving. The class is designed to improve students' knowledge of traffic safety and to prepare them to be safe drivers. Students also study the legal and financial obligations of automobile ownership, the care and maintenance of an automobile, accident prevention, the importance of controlling emotions while driving, and the effects of driving under the influence of alcohol and other drugs.

When the student has his/her temporary license, arrangements are made for the behind-the-wheel lessons. The behind-the-wheel portion of the class is delivered at Bayfield High School and includes the DMV-required twelve (12) hours of observation and practice driving experience. Upon successful completion of behind-the-wheel and classroom instruction, the student is issued a Department of Public Instruction course completion form. This form is required for the Wisconsin Licensing Driving Skill Test.

**PROGRAM COST:** The cost for the Driver Education program is paid for by the School District of Bayfield and includes both classroom and behind-the-wheel when completed in the timeline developed by the district.

**ENROLLMENT PROCEDURE:** The student must be 15 to take the classroom portion of this course and must be 15½ to take the Temporary License Test. Permits are issued after the classroom instruction begins and the test is given.

## **Early College Credit Program (ECCP) & Start College Now (SCN) Limited to a total of 18 College and University Credits**

### **ELIGIBILITY**

#### **STUDENT/PARENT RESPONSIBILITIES**

All public high schools will participate in the Early College Credit Program. Juniors and Seniors in Wisconsin public schools who meet the program requirements are eligible.

To qualify for the program, a student must:

- Have completed the 10th grade, be in good academic standing (a minimum GPA of 3.0 or higher) and not have a record of disciplinary or attendance problems.
- Notify the school board or the school counselor of the student's intention of enrolling in a college class no later than March 1, for a course to be taken in the fall semester & October 1, for a course to be taken in the spring semester.

A parent or guardian is responsible for satisfactory student attendance and the student's compliance with the compulsory school attendance law under s.118.15(1)(a), Stats.

#### **TRANSPORTATION**

Parents or students are responsible for transportation between the school and the college.

#### **ACADEMIC RIGOR**

Taking a class at a technical college or university may be a complicated and challenging process due to varying deadlines, professor demands, and timetables. Students are responsible to follow procedures for registration in classes and to inform their counselor when the schedule is determined to coordinate with high school classes.

**If you have any questions about this program, contact Mr. Boyd, School Counselor by visiting his office, email him at [bboyd@bayfield.k12.wi.us](mailto:bboyd@bayfield.k12.wi.us), or call 715-779-3201 x502.**