

St. Mary's Springs Academy



High School Curriculum Guide *2022-2023*



MISSION

St. Mary's Springs Academy, rooted in Christ's teaching, academic excellence, and service to Church and community, prepares students to meet global challenges and become leaders for tomorrow.

VISION

St. Mary's Springs Academy inspires students to live a purpose filled life through inclusion in Catholic community, development of God-given strengths and a commitment to individualized academic achievement.

CORE VALUES - *"The Ledger Way"*

FAITH

We live our Catholic faith in both word and action. We are disciples of Jesus Christ, called to be living examples of both faith and stewardship.

LEARNING

We are committed to excellence in education through personal growth and achievement. We strive to be inquisitive critical thinkers, problem solvers, and team players.

LEADERSHIP

We are devoted to a life of servant leadership, going above and beyond to serve the school, parish, community and world. We are responsible citizens and Christians committed to living life, promoting peace, and fostering social justice.

RESPECT

We treat God's people with respect and kindness at all times. We acknowledge our differences, offering compassion, empathy and tolerance.

RESPONSIBILITY

We lead by example and are accountable for our actions, even when it's difficult. We affirm sound judgement and trustworthy behavior.

COMMUNITY

We foster a welcoming, supportive, engaging and collaborative community that works in unison to overcome challenges and celebrate success. Together we honor our traditions and work in partnership to advance our institution.



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Section 1:
ACADEMIC POLICIES & PROCEDURES



1.1 ARCHDIOCESAN POLICIES

SMSA is sponsored by the Archdiocese of Milwaukee and thus abides by the [Parish and School Policy Manual](#) which is reviewed and updated annually by Archdiocesan leadership and school leaders. The *Parish and School Policy Manual* comprises nearly 200 pages of policies informed by Canon Law, civil law, as well as standards from the DPI and Archdiocesan Office for Schools. Noted in this section are a listing of select policies from the manual. Parents may click the link above to view the complete policy manual.

1312: Rights and Responsibilities of Parents The Catholic Church recognizes and acknowledges the role of parents to be the primary educators of their child. As such, schools partner with parents in the formal education of the child. Schools in the Archdiocese of Milwaukee should demonstrate respect and support for parents in the education of their child. Inherent in the parents' choice of a Catholic school for their child is the understanding and expectation that they will support the school's mission and its commitment to the principles of Catholic values and faith formation. Parents are also expected to support and adhere to the policies and procedures outlined in the school's handbooks and demonstrate behaviors aligned with good moral and ethical principles. Parents are not permitted to interfere with the operation of the school nor display distrustful, disruptive, or harassing behaviors toward parish/school staff. Schools may develop local policies to identify potential corrective actions if parents do not support and adhere to policies and procedures outlined in the school's handbooks. Such corrective action may include the termination of the enrollment of the parent's child/children.

1312.1: Parent/Student Complaints Concerning Parish/School Personnel If a parent or student has a concern or complaint that has not been satisfactorily resolved at the level at which it has arisen, a grievance may exist. To maintain harmony within the Christian community, there should be a local process by which complaints can be handled promptly and fairly. Grievances should be addressed in an atmosphere of mutual respect and compassion so that an equitable resolution can be reached. Each parish/school is to develop and document local grievance procedures. Grievance procedures should be stated in the student/parent handbook. In a Catholic parish/school, grievance procedures are not legal hearings and are not intended to apply to complaints alleging criminal behavior. Neither party shall be permitted to have legal counsel at such meetings. It is incumbent upon parents to cooperate closely with the educators to whom they entrust their children. A grievance occurs when there is an unresolved concern between the parent or guardian of a student enrolled in a Catholic school or parish religious education program and an employee of the parish/school. Before any formal grievance can be initiated, the parent or guardian must meet with the employee with whom there is an issue to see if reconciliation can occur. If there is no resolution, the parent or guardian may initiate the grievance process by providing documentation of the concern to the employee's supervisor, generally within ten days of the initial meeting with the employee. Documentation must indicate the factual information regarding the concern, steps already taken to address the matter, and specific recommendations for resolution. The supervisor will schedule a meeting of all parties to work toward reconciliation. All individuals have a right to present their concerns fully and openly without fear of retribution. Grievance issues will be dealt with one at a time and on an individual basis only. The right to confidentiality will be respected within the context of finding a satisfactory resolution. If mutual resolution does not occur, the parent or guardian may provide the pastor or school president with written documentation of the unresolved concern and the steps already taken. The pastor/president may attempt to resolve the situation in one of the following ways:

- The pastor/president may convene the parties in an attempt to reconcile the concern.
- The pastor/president may contact the appropriate archdiocesan office for assistance in reconciling the concern.
- The pastor/president may convene a local grievance committee to review all details of the concern. The committee will submit a recommended resolution to the pastor/president for final consideration.

Once a review is complete and a final recommendation has been offered at a local level, there is no additional appeal of the decision at the archdiocesan level. The School Board of Directors, School Advisory Commission, School, and/or Parish Pastoral Council is not involved in the grievance proceedings and is not a source of appeal.



5120: Student Academic Progress The progress of each student toward goals adopted by the school will be of central concern to the principal and staff. Student progress will be viewed comprehensively, taking into consideration all aspects of child growth: age, mental ability, personal and social needs, physical development, spiritual growth and faith development, academic achievement, and environmental factors which influence all of these dimensions. Progress determinations will be based on the philosophical belief that recognizes the worth and dignity of each individual.

5120.1: Assessment of Student Learning “An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instruction practices.” -NSBECS, Standard 8
Assessment is a comprehensive set of practices that analyze, inform, and drive student learning. Schools will employ a system of integrated assessment that includes:

- Routine, ongoing, and developmentally appropriate formative assessment at the classroom level toward the goal of responsive instruction for each student.
- On-going summative assessments at the classroom level measuring student mastery of content standards and extending the practice of responsive instruction for each student.
- Intermittent school-wide assessment providing normative data for progress monitoring of individual students, student groups, and school improvement.
- Standardized summative assessment to direct ongoing school improvement. To receive accreditation, all schools shall administer standardized assessments as required by the Office for Schools and/or legally required by the Parental Choice Program. Results of the testing are reported to staff, parents, students, and school representatives on an annual basis by the principal.

6111: School Term Calendar Hours of direct pupil instruction must occur over a minimum of 177 days to commence after July 1, ending before the subsequent June 30. Teacher contracts shall be a minimum of 190 days. Contracted days that do not involve direct pupil instruction shall be used for appropriate professional development activities.

6112: School Day Minimum 6 hours and 30 minutes daily schedule shall include a maximum of 30 minutes time for pupils to transfer between classes but do not include the lunch period. (Wis. § 120.12 (15))

6112.1: Instructional Time Annually 1,137 hours of direct pupil instruction are required [in grades 9 to 12]. Minimum six (6) hours and 30 minutes daily.

6113.1: Released Time for Course Options Students who participate in shared programs in other institutions, including parochial and public schools, technical colleges, or universities, must present a signed statement from the parent(s) approving of the participation and assuming liability for student travel.

6120: Objectives of the Instructional Program Each school/religious education program should have a written statement of its philosophy/mission and goals consistent with the current editions of the Catechism of the Catholic Church, the National Directory for Catechesis, the National Standards and Benchmarks for Effective Catholic Schools, and the parish/school mission statement. The mission/philosophy and goals should be cooperatively identified, clearly stated, and accepted by the school staff and/or the parish community. The statement should be reviewed annually. The school shall write a philosophy and goals for each curricular area. The goals are to be in compliance with the Wisconsin State Law as it applies to private schools.

6130: Organizational Plan for Instruction The organizational plan for instruction should be based upon the knowledge that each person is a unique human being possessing the right to develop human potential to the fullest extent and that each person progresses through various stages of growth and development. The school and parish formation program plans should allow for the necessary flexibility in grouping, progressive sequencing of learning, adequate availability of resources, varied curricular experiences, and effective evaluation.



6141: Secondary School Curriculum Guidelines Curriculum guidelines for each secondary school are locally developed, maintained, and revised in light of the school's accreditation standards.

Theology Curriculum: All high schools in the Archdiocese of Milwaukee shall implement the *High School Theology Curriculum (2005)* and offer/require eight semesters of theology for all students. These courses will be given the weight of and offered with similar frequency to other core academic subjects. If theology electives are offered, they must be an extension of core theology courses.

6141.12: Safe Environment Education Safe Environment Education shall be a part of the curriculum in all elementary and secondary schools and parish religious education programs. All schools and parish religious education programs are required to use the Circle of Grace Safe Environment Curriculum. The curriculum is required to be taught to each grade level each year. Additional resources can be found on the Safe Environment Education web page.

6164.2: Student Support Services Student Support Services promote the potential of the whole child within a context that honors each student's cultural, linguistic, and intellectual diversity. Student Service professionals are student advocates who work in partnership with other educators, parents / guardians, and community organizations to support the academic and social needs of all students. All schools should have a Student Support Service Team. In high schools, these services will be delivered primarily via the school's guidance / counseling department. The delivery model will vary at the elementary school level. Areas where Student Support Service Teams may promote the potential of the whole child include, but are not limited, to: • Academic assessment and program adjustments • Academic and Career Planning (ACP) • Attendance issues • Community collaborations and partnerships • Mental health needs • Resources for students and families • Social / emotional development • Suicide Awareness



1.2 COURSE SELECTION & SCHEDULING PROCESS

Individual student course selections begin the process of building a master schedule for the high school community. A considerable amount of administrative, faculty and staff time leads to the strategic formation of a schedule that will best serve the needs of all SMSA students. This integral process is designed with educational intention and with respect to updated DPI standards, Archdiocesan requirements, and university/college expectations. SMSA budget and staffing decisions are directly informed by the finalized master schedule.

Therefore, because of its integral importance to organizational planning and mission, any subsequent student/family initiated changes in course requests must be formally submitted to a member of the Counseling Office using a *Schedule Change Request Form*. SMSA reserves the right to drop a course offering when an insufficient number of students have selected a course.

Course requests should be discussed with teachers and counselors. Students choosing a course against counselor/teacher advice may not have the choice approved. Exemptions to prerequisites can only be made by the principal, and students may be asked to submit a waiver form. A firm condition/ risk with any exempted prerequisite course: students may not drop the alternative/desired course in question at a later date.

An important step prior to submitting the *Course Request Worksheet* is the dialogue between student and parent/guardian(s). Parents/guardians should review the **Curriculum Guide** academic policies, course descriptions and prerequisites, and each potential course selection with their daughter/son to assure that graduation requirements and college expectations will be satisfied. Consultations with the Counseling Office are strongly recommended. Both the student and parent/guardian are required to sign the *Course Request Worksheet* in order for academic requests to be processed.

1.3 REQUESTING A SCHEDULE CHANGE

A). To maintain integrity and good record keeping in the registration process, course change requests may not be accomplished via phone, text or email communications. Any subsequent student/family initiated changes in course request/schedule must be formally submitted to the Counseling Office using a *Schedule Change Request Form*.

B). A request to add or drop a course after classes begin may be submitted up to 8 school days after the start of a semester. Students that withdraw from a course after the designated add/drop deadline must have their course grade recorded as either WP (withdrawn passing) or WF (withdrawn failing). Courses may not be added after the add/drop deadline each semester.

C). Students will not be assessed a fee for SMSA initiated course schedule change.

D). Student or parent initiated changes to course schedules may be subject to a late change fee of \$50.

Exceptions to this policy are determined by administration, and only for exceptional circumstances, which may include:

- i. to avoid academic failure of the student based on the recommendation by the instructor.
- ii. to schedule a course requirement for graduation which the student failed after submitting his/her schedule.
- iii. to add a course that is immediately necessary for graduation.
- iv. to rectify an error or mistake on the part of the school.
- v. to accommodate physical, emotional or medical needs and/or learning related challenges.

E). SMSA reserves the right to cancel any course in the curriculum due to insufficient enrollment.

F). Due to the many variables related to the master scheduling process, SMSA is unable to accommodate requests from students or parents for a specific teacher.



1.4 SMSA GRADUATION REQUIREMENTS

Class of 2023 and Class of 2024 students are required to earn **25.5 academic credits** and accomplish the following prescribed coursework to earn a high school diploma from SMSA. All students are encouraged to earn more credits than the minimum graduation requirements. The minimum yearly course load for all students in the Class of 2022, 2023, and 2024 is 6.5 academic credits per year. Only the principal may approve an exemption from this requirement, and then, only when compelling extenuating circumstances are determined to prohibit a student's academic engagement.

Class of 2025 and Class of 2026 students are required to earn **26.5 academic credits** and accomplish the following prescribed coursework to earn a high school diploma from SMSA. To be eligible for grade level promotion, Class of 2025 and Class of 2026 students shall be on track with graduation requirements and will have earned at least 7.0 credits after freshman year, 13.5 credits after sophomore year, and 20.0 credits after junior year. If a student does not meet these minimum requirements and benchmarks, they may be placed on academic probation which may require credit recovery prior to grade level promotion at SMSA. Students may be withdrawn from SMSA for academic reasons if they are unable to accumulate enough credit to graduate with their original grade level/class.

| ACADEMIC CONTENT AREA | CREDIT HOURS/ Years REQUIRED | NOTES: |
|------------------------|---------------------------------|--|
| Theology | 4.0 | <i>Required by Archdiocese of Milwaukee</i> |
| English | 4.0 | <i>Required by the State DPI and Archdiocese of Milwaukee</i> |
| Mathematics | 3.0 | <i>Required by the State DPI and Archdiocese of Milwaukee</i> |
| Science | 3.0 | <i>Required by the State DPI and Archdiocese of Milwaukee</i> |
| Social Studies | 3.0 | <i>Required by the State DPI and Archdiocese of Milwaukee. Includes Civics Exam - administered to all Juniors.</i> |
| Phy-Ed & Health~ | 1.5 | <i>Required by the State DPI and Archdiocese of Milwaukee. ~0.5 credits of Health required for all SMSA Freshmen</i> |
| Fine Arts/ Business Ed | 1.0 | <i>Requires 0.5 credits taken in Fine Arts courses and 0.5 credits taken in Business Education courses</i> |
| Elective Courses | 6.0 | <i>Courses from any academic content area</i> |
| World Language* | 1.0 | <i>*Applies to the Class of 2025; 2026</i> |
| CREDIT TOTAL | 25.5 | <i>Applies to Classes of 2023; 2024</i> |
| CREDIT TOTAL | 26.5 | <i>Applies to the Class of 2025; 2026</i> |

*A diploma may not be awarded to any SMSA student until all academic requirements are completed, verified with tuition and fees paid in full prior to graduation. All school materials (i.e. Chromebook, textbooks...) must also be returned prior to awarding diplomas.



1.5 GRADING SYSTEM - ACADEMIC EVALUATION

A). Academic Grading Scale: The school year is organized into four grading quarters/two semesters. Only semester grades are the “permanent marks” that appear on a student's permanent high school transcript. The grading system is as follows:

| Grade | Percent Equivalent | Grade Point Equivalent |
|-------|--------------------|------------------------|
| A+ | 99-100 | 4.3 |
| A | 95-98 | 4.0 |
| A- | 93-94 | 3.7 |
| | | |
| B+ | 91-92 | 3.3 |
| B | 87-90 | 3.0 |
| B- | 85-86 | 2.7 |
| | | |
| C+ | 83-84 | 2.3 |
| C | 79-82 | 2.0 |
| C- | 77-78 | 1.7 |
| | | |
| D+ | 75-76 | 1.3 |
| D | 72-74 | 1.0 |
| D- | 70-71 | 0.7 |
| | | |
| F | 69-0 | 0 |

B). SkyWard - Student Information System (SIS): Upon enrollment, SMSA students and parent/guardian(s) are given access codes through a parent portal to the SkyWard attendance and grading system. SkyWard serves as a real-time progress report for all students and parents. Grading information is maintained regularly throughout the school year by individual teachers. The SMSA standard/expectation is that new gradebook entries (may be formative or summative assessments) shall be submitted weekly by teachers into SkyWard. Parents are encouraged to regularly monitor their student's academic progress via SkyWard.

C). Parent/Guardian-Teacher Conferences: Formal conferences are offered for all parents and guardians after the first quarter and after the third quarter. Academic conferencing (in-person or virtual) can be arranged at other times by appointment as requested by individual parents, teachers, administrators or counselors.

D). Report Cards & Progress Reports: Within each school year, student academic progress is formally reported eight times: at the conclusion of Semester I & II formal *Report Cards* are available through the Skyward Family Access portal; at the end of Quarter 1 and 3, updated reports of academic progress are posted in the Skyward Family Access portal; at each mid-quarter point, a progress report is also posted to the Skyward Family Access portal.

E). Honor Rolls: *Honor Roll* includes all students earning a GPA of 3.250-3.749. *High Honor Roll* includes students with a GPA of 3.750 or higher. Honor Rolls are published at the end of each quarter. Semester Honor Rolls are published at the end of Semester 1/Quarter 2 and Semester 2/Quarter 4.



1.6 ACADEMIC PRACTICES & TERMINOLOGY (alpha listing):

A). Academic Eligibility for Co-curricular Participation: Co-curricular eligibility for participation in athletics, theatre, clubs and organizations, field trips and school travel is linked directly to academic performance. **There are 8 eligibility review periods in each school year: 4 mid-quarter progress reports; Quarter 1 & 3 report cards; Semester 1 & 2 report cards.** Co-curricular ineligibility stipulates that a student may not participate in any co-curricular activity while serving academic probation or after earning a failing grade in any course at any of the 8 eligibility review periods. Students may appeal their co-curricular ineligibility to the Assistant Principal Dean of Student Life after the designated period of school days (determined by number of failing grades).

SMSA CRITERIA: To be fully eligible for participation in SMSA athletics or co-curricular activities, Ledgers must pass all of their courses at the Quarter grading periods. Students with one or more failing grades (F) at the grading period are determined to be *temporarily ineligible* for participation in SMSA athletics or co-curricular activities. Students may regain eligibility by improving their failing grade to a passing grade within the designated period of time (see charts below).

- **Students with ONE "F" grade:** May complete a [Regain Student Eligibility Form](#) and submit this to the Assistant Principal, Dean of Student Life for reinstated eligibility no sooner than 8 school days from the "effective date" of the notice. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO "F" grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO "F" grades after 8 school days, they may apply for reinstatement on any day up to day 15 past the effective date. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO "F" grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO "F" grades after 15 school days, they may not apply again for eligibility until the next grading period.
- **Student with TWO "F" grades:** May complete a [Regain Student Eligibility Form](#) and submit this to the Assistant Principal, Dean of Student Life for reinstated eligibility no sooner than 15 school days from the "effective date" of this notice. If the Assistant Principal, Dean of Student Life shall verify the grade improvement and ZERO "F" grades in all courses, the student shall regain athletic and co-curricular eligibility on the NEXT calendar date. If the student cannot demonstrate ZERO "F" grades after 15 school days, they may not apply again for eligibility until the next grading period.
- **Student with THREE or more "F" grades:** Shall remain ineligible to participate in athletic and co-curricular activities and may not apply again for athletic or co-curricular eligibility until the next grading period.

B). Academic Grievance Process:

- i. Parents shall contact a **teacher** directly with questions or concerns about course content, expectations, student academic performance, or grading.
- ii. Parents may contact a **counselor** if a matter of grievance is unresolved with a teacher directly.
- iii. Only after engaging with the classroom teacher and counselor should parents contact an **academic administrator** (director of pupil services; assistant principal; principal) regarding a matter of academic grievance.
- iv. The **president** shall only be involved if the principal has been unable to resolve a grievance in steps i - iii.
- v. The president may choose to consult an **ad hoc committee** to consider and advise on a matter of grievance.
- vi. The decision of the president is final.

C). Academic Probation: Probation is a period of close academic supervision for individual students. It may apply to any enrolled student who:

- i. Has earned two or more failing grades at the end of any quarter or semester.
- ii. Has earned a failing grade/credit deficiency in a course that is required for graduation.
- iii. Has fallen behind in earning the minimum credit requirements to be on track for graduation
- iv. Has three or more incomplete grades at the end of a semester.



Parents are notified of Academic Probation with a written notice. The Administration and Counseling Department will review the academic progress of each student serving an Academic Probation. Students who are placed on Academic Probation will also be ineligible to participate in any co-curricular activities (athletics, theater, clubs and organizations, field trips and school travel). A formal probationary review may be conducted at grading periods. If there is not significant improvement in the student's performance, the student may have their enrollment withdrawn from SMSA.

D). Advanced Placement Program® (AP): The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, and corresponding exams that are administered once a year in May. Currently, SMSA offers AP Biology; AP Calculus; AP Literature; and AP US History. For additional facts and benefits about the AP Program, please see Appendix A. NOTE: All AP courses at SMSA shall have a multiplier applied for Semester Exams/projects...with multiplier weight TBD by administration.

E). Class Rank Policy: Over the past several decades, high performing private high schools and many public high schools around the country have eliminated class rank. High schools like SMSA with a large percentage of students going onto four-year colleges realize that class rank sometimes separates high achieving students by very small margins—sometimes less than a tenth or a one-hundredth of a point. SMSA has a rigorous curriculum and talented students. The cumulative ranking system does not fairly or accurately represent student achievement and can inadvertently mislead college admission officers about a student's ability. **Therefore, SMSA does not rank its students.**

F). Cooperative Academic Partnership Program (CAPP) Dual Credit and Early College Credit (ECCP): In the State of Wisconsin, high school students who are academically qualified and accepted for university coursework may receive both high school and college credit simultaneously in designated courses. All CAPP or ECCP or direct college credit courses from a 4 year institution of higher learning that are offered at SMSA are weighted at a higher grade point equivalent to acknowledge the advanced rigor of these classes. Currently at SMSA, the following courses are offered as CAPP: CAPP Statistics; CAPP College English I; and CAPP Creative Writing. Independently, Marian University provides a dual college credit option for students who enroll in Calculus I; Calculus II; and College Physics. See Section 1.9 or Department course descriptions, and Appendix A for further details about individual CAPP and dual college credit courses.

G). Credit Recovery: A meeting will be arranged with parent/guardian, student, Counselor, and Director of Pupil Services if needed, to determine the best plan for credit recovery. Students may not carry a failing grade in a required course into the next academic year without an individualized plan to recover the grade and academic progress.

H). GPA = Grade Point Average: A student's GPA is based on earned grade point equivalent distributed as noted in the Grading Scale table above. A student's *Cumulative Grade Point Average* is calculated to account for all high school classes completed.

I). GPE = Grade Point Equivalent: The numerical equivalent of a grade.

J) INC = Incomplete: An INC grade may be given in a formal grading period in cases when a student has been absent for a legitimate reason (e.g. illness, family bereavement, or approved extenuating circumstances). Students shall have up to 10 school days after the grading period ends to change an INC grade to a permanent letter grade. The period may be extended by the principal in extreme cases.

K). Late and/or Missing School Work Policy: Informed by the Ledger Way core values of respect, responsibility and community, all SMSA teachers and students abide by the same norm for late and missing school work. Missing work is not only disruptive to the student, but also to the learning of other students, the efforts of teachers and the overall learning process. When a medical excuse or other valid extenuating circumstances are verified, exceptions may be granted. As a standard practice, however, students and parents should be advised of the following SMSA norm:

- i. Assignments submitted **one calendar day late** shall be accepted, but may earn 95% of full grade potential.
- ii. Assignments submitted up to **3 calendar days late** shall be accepted, but may earn 90% of full grade potential.
- iii. Assignments submitted **4-7 calendar days late** shall be accepted, but may earn only 80% of full grade potential.
- iv. Assignments submitted after **8 calendar days late** shall not be accepted, and will be recorded as a "zero" grade.



L). Ledger Learning Guide (LLG): The Ledger Learning Guide is an important internet tool that is accessible to all parents and students 24/7 via the Internet SMSA Website [Ledger Learning Guide](#). The LLG is updated weekly by SMSA teachers and provides transparency around course learning targets and upcoming assignments/assessment for the week. It is designed to keep families informed about teacher expectations in real time as the weeks evolve.

M). MED= Medical Excuse: Issued when a student has a medical excuse to withdraw from a class. This will not affect GPA. A MED may only be granted by the school administration with documentation of unusual circumstances.

N). Semester Failures: Credits are awarded on a semester basis for all courses. Students who fail either the first or second semester of a required course must make up the semester or its equivalent. No academic credit or grade point equivalent is earned from semester failures.

O). Syllabus: Each teacher is expected to share and review a course syllabus with students at the beginning of the semester. The course syllabus provides information about the course content and learning goals as well as identifying applicable academic standards, grading and classroom management policies, and student behavior expectations.

P). Transferring Grades: Grades transferred from any outside institution will be recorded using that previous institution's grade. All grades that are transferable will be transcribed and calculated into the students' SMSA high school GPA.

Q). Valedictorian & Salutatorian: Even though SMSA does not 'rank' students (as described in letter E), the top two students of every graduating class are recognized. The Class Valedictorian is the student who has earned the highest cumulative grade point average over the first seven (7) semesters of high school, and thus ranks first academically in their class. The Class Salutatorian is the student who has earned the second highest cumulative grade point average in their class over the first seven (7) semesters of high school, and thus ranks second academically in the class. To be eligible for either of these honors, a student must:

- i. Attend SMSA high school for a minimum of seven consecutive semesters.
 - ii. Demonstrate a behavioral and attendance record consistent with the mission of SMSA.
 - iii. Complete their final semester of senior year with high academic achievement consistent with their record.
- *The State of Wisconsin Academic Excellence Award provides a scholarship to the valedictorian of each senior class. In case of a tie, the determination for the award will be as follows:*
- i. The GPA will be extended to the third decimal. If a tie remains,
 - ii. The number of credits of advanced curriculum coursework (defined in this curriculum guide) completed at SMSA will be totaled. If a tie remains,
 - iii. The highest ACT score will be used.

R). Virtual Learning: Families may request periods of virtual learning at SMSA. All requests must be reviewed and approved by the administration. To apply for virtual learning at SMSA, parents shall use the form found on the Website at <https://www.smsacademy.org/virtualrequest/>. More information about virtual learning can be found on p. 38 of this Curriculum Guide.

S). WF = Withdrawn-Failing: Issued when a student has a failing grade at the time of course withdrawal after the add/drop date. Will affect GPA because an F is calculated into a GPA. Included on the permanent transcript record.

T). WP = Withdrawn-Passing: Issued when a student has a passing grade at the time of course withdrawal after the add/drop date. Will not affect GPA. A WP may only be initiated by a teacher, counselor, or administrator and only if unusual circumstances exist. Included on permanent transcript record.



1.7 HIGH SCHOOL ENROLLMENT CRITERIA & ADMISSION PROCESS

A). Admission Checklist and Timeline for Current 8th Graders Applying for Freshman Year: The following steps must be accomplished to be accepted to SMSA for high school studies:

- i. Submit an SMSA High School Admission Application (Fall of 8th grade year)
- ii. Register for the High School Placement Test-HSPT (Fall of 8th grade year)
- iii. Take the High School Placement Test-HSPT (administered on campus in November of 8th grade year)

B). Admission and Placement: SMSA follows this process for reviewing applications and placing 8th grade students into freshman year studies:

- i. A file is started for each applicant.
- ii. Grade school records (including 7/8th Grade Report Cards; Forward Test Results) are added to the student file.
- iii. HSPT results are reviewed and added to the student file.
- iv. Each student application file is reviewed by the SMSA High School Admission Team consisting of Enrollment Director; Director of Pupil Services; Principal. Other educators may be consulted should there be a need for added evaluation or perspective.
- v. Students receive a formal welcome/acceptance letter with a date specified for enrollment/registration.
- vi. Students and parents “register” by scheduling freshman year classes and submitting a tuition deposit.

C). General Admission Criteria: SMSA hopes to ensure a good match between student needs and ability with the high school curriculum and culture. The Admission Team searches for evidence that its expectations and programs are a good “fit” with the goals, abilities and needs of student applicants. In general, students who meet the following criteria succeed at SMSA:

- i. *Student academic performance is assessed to be at or above grade level.* Students who may perform below grade level in reading, language arts or mathematics may have admission to SMSA high school deferred.
- ii. *Student attendance and behavioral record is positive.* Students who demonstrate a history or pattern of truancy or poor behavior may have their admission deferred.

D) Transfer Students: Students who have begun their high school education at another school and would like to apply for admission to SMSA may submit an application on a rolling basis. Transfer students shall be admitted to begin classes at the beginning of a semester ONLY, unless there has been a change of address or extenuating family circumstances. Mid-semester transfers are not always in the best interest of students - as academic credit may not always finalize or transfer, placing a student “off track” for grade level/class graduation. To be admitted, the applicant's school records must be reviewed and these must provide evidence that the applicant is in “good standing” academically, behaviorally and with attendance history. In order to gain admission to SMSA, at the time of admission a transfer applicant must have earned enough academic credits to be “on track” to graduate “on time” with their grade level/class.



1.8 COLLEGE ADMISSION REQUIREMENTS & GUIDELINES

COLLEGE/CAREER PLANNING AND COURSE SELECTION

Careful planning is necessary when students are choosing courses, particularly when they are unsure of a future profession or educational plans. Students should enroll in a variety of courses with challenge levels that are consistent with their abilities. Students are encouraged to seek advice from parents, teachers, counselors, and professionals in their field of interest.

Students interested in a science, technology, engineering or math (STEM) field should consider the following guidelines:

- English: Four credits in academic, honors, or AP courses
- Mathematics: Four credits in academic, honors, or AP courses
- Science: Three or four credits in academic, honors, or AP courses
- Social Science: Three credits in academic, honors, or AP courses
- World Language: At least two credits in the same language
- Others: Choose courses that will give as broad a base as possible.

Students interested in humanities including business, education, social work, fine arts, law, politics, language, etc. should consider the following guidelines:

- English: Four credits in academic, honors, or AP courses
- Mathematics: Four credits in academic, honors, or AP courses
- Science: At least three credits in academic, honors, or AP courses
- Social Science: At least three credits in academic, honors, or AP courses
- World Language: At least two credits in the same language
- Others: Choose courses that will give as broad a base as possible.

Students interested in obtaining a two-year degree or a certificate, joining the military, or entering the workforce upon graduation should consider the following guidelines:

- English: Four credits
- Mathematics: At least three credits
- Science: At least two credits
- Social Science: Three credits
- World Language: Not required, but two credits of the same language are recommended.
- Others: Choose courses that will give as broad a base as possible. Sample technical and computer courses as electives.

There are significant variations among U.S. colleges and universities in admission requirements and expectations. The high school courses required by each college are listed in college catalogs and on their websites. Students are urged to use online college resources for the most current information about college admission requirements.

Grades

Grades in high school courses, especially in “core” academic courses (e.g. English, Math, Science, Social Studies), are evaluated. While colleges will look closely at all grades, the first three years of high school are critical because at the time of application, the senior year grades are not yet available. A few seniors may be required to submit to their college first



quarter grades before an admissions decision can be made. Colleges routinely request first and second semester senior year grades as proof of continued academic success.

Test Results - which may include:

ACT – administered by the ACT Company

SAT – administered by the College Board Company

SAT II – subject-specific tests

Accuplacer – administered by WI technical colleges.

Additional Factors - that may influence admission can include recommendation letters, essays, involvement in extracurricular activities, leadership, service, talent, and accomplishments both in and outside of school.

To be a competitive applicant, students are encouraged to start the college exploration process early.

- Consider taking classes outside the core curriculum such as art, career and technical education, and music to explore interests and to demonstrate a well-balanced academic background.
- Participate actively in community service and/or school activities
- Seek guidance from high school college counselor
- Research college and university websites
- Visit college and university campuses
- Utilize college admission counselors

Requirements for Admission - UW SYSTEM

High school course work should prepare students for success in college by helping develop strong skills in at least four core content areas – English, Mathematics, Social Science and Natural Science. World Language is also required for admission to some campuses and is strongly recommended by others. (World Language is a graduation requirement to earn a college degree at some of the UW System colleges-and others).

Some courses – sometimes identified as core courses – do not meet college credit requirements for admission. Remedial or basic courses do not offer the same depth of subject matter as a regular or advanced college preparatory course. One UW system campus may accept a high school course while another may not, depending on the academic goals and mission of each campus. University admissions officers make decisions based on local faculty policies and other criteria.

The following information is designed to guide you in selecting college preparatory courses. The examples illustrate the types of courses that may be acceptable to colleges, but they do not cover all possibilities. If you have any questions about the acceptability of specific high school courses, contact the high school counselor, the admissions office of the institution you plan to attend, or visit the UW Help website at <https://uwhelp.wisconsin.edu>. This information has been provided from the *Introduction to the University of Wisconsin System*.

College Preparatory Course Requirements - UW SYSTEM

All UW system institutions require a *minimum* of 17 high school credits distributed as follows:

- 4 English credits
- 3 Mathematics credits
- 3 Natural Science credits
- 3 Social Science (Social Studies) credits
- 4 elective credits

Elective credits are chosen from the core college preparatory areas above, and/or world language, fine arts, computer science and other academic areas. A minimum of two credits of a single world language is required for admission to UW-Madison, and may help meet graduation requirements at other UW system campuses.



College Admission Guidelines

Taking challenging coursework in high school, grade point average, and standardized test scores are typically the most important factors in determining admission. Below are admission guidelines for a few colleges to which SMSA students commonly apply. [Specific Admission Information for UW-Madison](#) [Specific information for all UW-Colleges/Universities.](#)

The profile for the middle 50% of students admitted to UW-Madison:

GPA 3.80-4.00 Middle 50%

ACT 27-32 Composite Score Range-Middle 50%

***UW-Madison**

UW-Colleges/Universities

| Typical for Admission: | Typical for Admission |
|---|---------------------------------------|
| English - 4 | English - 4 |
| Mathematics 3-4 | Mathematics - 3 |
| Social Studies 3-4 | Social Studies - 3 |
| Science 3-4 | Science 3-4 |
| World Language 3-4 (same & consecutive) | World Language (strongly recommended) |
| Additional courses | Additional courses |

Marquette University

St. Norbert College

| Recommended for Admission: | Recommended for Admission |
|----------------------------|--------------------------------|
| English – 4 | English - 4 |
| Mathematics 3-4 | Mathematics 3-4 |
| Social Studies 3 | Social Studies 3 |
| Science – 3-4 | Science 3-4 |
| World Language – 2 | World Language 2 (recommended) |
| Additional Electives – 2-5 | |

Source: [Marquette University](#)

Source: St. Norbert College Admissions Office

Taking challenging courses in high school and grade point average are [the most important factors in determining admission to MU](#). Marquette University has gone “Test Optional” for the ACT for admission. Please check with the MU Financial Aid Office to determine the ACT is needed for scholarship purposes. The profile for the **middle 50%** of students admitted to:

| | Marquette: | St. Norbert College: |
|---|------------------------|-------------------------------|
| Average GPA | 3.39-3.85 (Middle 50%) | 3.3-3.75 |
| ACT Composite | 25-30 (Middle 50%) | 23-27 |
| Source: Profile of Marquette University Student | | Source: SNC Admissions Office |



1.9 LISTING OF ADVANCED COURSE OFFERINGS (Honors, AP, College Credit)

SMSA Honors Courses. Prepares students for more advanced content and studies.

- 514 Honors Algebra I
- 527 Honors Geometry
- 535 Honors Algebra II with Trigonometry
- 915 Honors Modern World History

AP Courses. Prepares students for AP exams administered nationally in May.

- 283 AP BIOLOGY
- 591 AP CALCULUS
- 880 AP LITERATURE
- 961 AP US HISTORY

UW-Oshkosh/ CAPP Courses. Earn direct (dual) college credit.

- 541 CAPP STATISTIC
- 890 CAPP ENGLISH: COLLEGE ENGLISH
- 892 CAPP CREATIVE WRITING

Marian University Dual Credit Courses. Earn direct (dual) college credit.

- 290 College Physics
- 590 CALCULUS I
- 591 CALCULUS II

Moraine Park Technical College Dual Credit Courses. Earn direct MPTC credit.

- 710 Microsoft Essentials
- 720 Photoshop Plus
- 731 General Accounting
- 740 Digital Art and Design



Section 2:
COURSE DESCRIPTIONS & OFFERINGS for 2022-2023
Listed by ACADEMIC DEPARTMENTS



On the pages that follow are the course options and requirements for SMSA students. Academic departments are listed alphabetically. When a course enrollment requires a prerequisite, students should not request that course unless they are currently enrolled in, or have successfully completed that prerequisite. If a student requests a course without having the prerequisite met, the student may be notified that he/she will not be enrolled in that course.



2.1 BUSINESS EDUCATION DEPARTMENT

Business education courses are designed to allow students to build technological, financial, and basic business skills. Students will use and further develop their 21st-century technology skills in all courses. Additional topics emphasize the importance of financial and economic knowledge to be a responsible consumer and informed citizen. The accounting and economics courses focus on fundamental concepts of business, and a foundation for a business-related studies or degree.



***Through an agreement with Moraine Park Technical College, SMSA students can earn 2-4 technical college credits. There is no additional cost to SMSA students. For students interested in MPTC credit, registration will occur during the first quarter of the course with the teacher. All classes occur at SMSA and are taught by an SMSA faculty member. See Appendix A for additional information about college credit/dual credit courses at SMSA.**

710 MS OFFICE ESSENTIALS

1.0 credit/ Semester Course

Grades 9-10-11-12, Prerequisite: None

This course introduces students to the functions of Microsoft Word and Excel. Students are expected to format a variety of documents for interpersonal communication and personal recordkeeping. Web-based applications for production, skill development, research, and collaboration will be used to give students opportunities to improve their technology skills and share their creativity. Students are encouraged to find innovative ways to create a visually-appealing final assessment product.

*Moraine Park Technical College will record this on their student transcript as:



103-160 Microsoft Word (2 credits)

103-180 Microsoft Excel (2 credits)

720 PHOTOSHOP PLUS

0.5 credits/ Semester Course

Grades 9-10-11-12, Prerequisite: 710 MS OFFICE ESSENTIALS

This course emphasizes the creation of multimedia projects. Photoshop will allow students to transfigure photographs to use in video and print projects. Students will use video and audio equipment to produce files and then integrate them to make such things as movies and podcasts. In addition, advanced functions of Excel and Access will be executed to manipulate and display data. This is a class in which students will have opportunities to work both collaboratively and independently to build their technology skills.

*Moraine Park Technical College will record this on their student transcript as:



103-170 Beginning Photoshop (2 credits)

725 PERSONAL FINANCE

0.5 credits/ Semester Course

Grades 10-11-12, Prerequisite: None NOTE: The State of Wisconsin DPI strongly encourages high school students to take a personal financial management course. This course fulfills the State expectation.

What is your definition of financial success? Whether it includes being a valued employee, pursuing business ownership, making a commitment to supporting charitable organizations, or providing for a family, decisions you make affect your ability to experience success. Investigate the relationship between education, income, and career choice. Develop a plan for achieving financial goals by designing a budget and researching investment options. Banking services and checking account maintenance are studied. Understand the purposes of using credit and how being an informed consumer affects your creditworthiness. Learn ways to protect yourself from identity theft and other fraudulent practices. Examine the need for various types of insurance as protection from loss. Explore smarter savings, wiser investing, and better spending habits as tools to reach financial success.



731 GENERAL ACCOUNTING*0.75 credit/Semester Course**Grades 11-12, Prerequisite: None*

GENERAL ACCOUNTING--Students learn about the accounting procedures of a sole proprietorship, including journalizing, posting to the general ledger, preparing financial statements, and completing fiscal year-end work. Computer software is used to simulate working in an accounting office. Using the format of Monopoly, students will run their own business in an interactive group activity and realize their importance in helping the financial community thrive. Any student considering a career in business would benefit from this introductory course.

*Moraine Park Technical College will record this on their student transcript as:



101-112 Accounting 1 (3 credits)

733 APPLIED ACCOUNTING*0.5 credit/ Semester Course**Grades 11-12, Prerequisite: 731 GENERAL ACCOUNTING*

In this semester course, students explore accounting for a corporation. Several activities are completed using computer software. Important topics include payroll, depreciation of plant assets, investments, taxes, accounting for uncollectible accounts, and preparing work for the corporate end of the fiscal period. And, if all goes well, students may learn how to "make" and "sell" apple pie!

740 DIGITAL ARTS AND DESIGN*1.0 credit/ Semester Course**Grades 10-11-12, Prerequisite: 710 MICROSOFT ESSENTIALS*

Technology is used in every career. This course explores software applications that are specific to graphic design, interior design, and web design. Students will be introduced to Illustrator and InDesign to develop their marketable technology skills. To refine these skills, students will lay out user-friendly websites.

*Moraine Park Technical College will record this on their student transcript as:



103-174 InDesign (2 credits)
and 2014-102 Vector Illustration 1 (2 credits)

757 ECONOMICS*0.5 credits/ Semester Course**Grades 11-12, Prerequisite: None*

Economics is basic to all businesses and our individual existence. Students learn about the relationship between supply and demand, economic systems, elasticity, and the government's role in the economy, the Federal Reserve System's control of the money supply, market structures, and the economic indicators that define the economy. To assist in seeing these concepts active in society, students will participate in an online simulation. Students will research and track stocks in various sectors, then invest \$100,000 of "play money" in stocks currently trading on the U.S. stock exchanges.



2.2 ENGLISH DEPARTMENT

English-Graduation Requirement: 4 years of English

The English curriculum provides courses that guide students in attaining skills in language, reading, writing, speaking, and listening. A variety of literary styles and authors form the basis for each grade level of instruction. High school students in Wisconsin are required to successfully complete eight semesters (4 credits) of English. NOTE TO Class of 2023: Senior students may choose one of the following options to satisfy the 12th grade English requirement: (843 + 845) or (843 + 837) or (890 + 892) or (890 + 845) or (890 + 837) or (843 + 890) or (880 alone).

813 ENGLISH 9: LANGUAGE AND LITERATURE

1.0 credits/ Yearlong Course

Grade 9 (Required for all Freshmen)

Prerequisite: None

Students will focus on writing and literature through a study of different genres including poetry, epic poetry, short stories, novels, and drama. Genres are further developed through supplemental non-fiction material. As students read and comprehend texts, they will develop their skills of interpretation, inference, and literary analysis. Students will compose a variety of writings following the conventions of standardized English.

823 ENGLISH 10: A SURVEY OF WORLD LITERATURE

1.0 credits/Yearlong Course

Grade 10 (Required for all Sophomores)

Prerequisite: English 813

World Literature explores the complexity of humanity through a study of literary classics from ancient history to the modern era. Students will study a variety of complex texts, responding to works of both historical and cultural significance; improve literary analysis skills; compose a range of authentic writings using standard English conventions; and utilize intentional language choices with the intent of promoting cultural awareness and broadening student perspectives.

833 ENGLISH 11: A SURVEY OF AMERICAN LITERATURE I

0.5 credits/Fall Semester

Grade 11 (Required for all Juniors)

Prerequisite: 823-English 10

This course is part one of a survey of American literature from colonization through the 17th Century exploring universal themes in literature and historical and cultural context in various literary genres. Course work includes formal and informal compositions, contextual vocabulary enrichment, and reading and analysis of fictional and informational texts. Assignments are designed for students to analyze and cite textual evidence, develop literary analysis skills, and utilize effective writing strategies. Writing will require students to gather relevant information from various sources for both research and analysis purposes.

834 ENGLISH 11: A SURVEY OF AMERICAN LITERATURE II 0.5 credits/Spring Semester

Grade 11 (Required for all Juniors who are not enrolled in 890 CAPP English) Prerequisite: 833 English 11

This course is part two of a survey of American literature from the 18th through the 20th Century exploring universal themes in literature and historical and cultural context in various literary genres. Course work includes formal and informal compositions, contextual vocabulary enrichment, and reading and analysis of fictional and informational texts. Assignments are designed for students to analyze and cite textual evidence, develop literary analysis skills, and utilize effective writing strategies. Writing will require students to gather relevant information from various sources for both research and analysis purposes.

835 SPEECH

0.5 credits/Semester

Grades 11-12 (Elective Only - not substitute for required English credit) Prerequisite: Completion of 823 English 10

Speech examines various types of verbal and non-verbal communication. Different types of speech situations are covered such as informative, persuasive, demonstration, and occasional speeches. Students also engage in group discussions, impromptu speaking, and an examination of communication in our daily lives. This course is designed to build confidence and skills in students, so they can successfully meet their future life choices. Students will be able to research, prepare, evaluate, and deliver effective oral presentations.



837 COMPARATIVE MYTHOLOGY

0.5 credits/ Semester Course

*Grade 11 (Elective Only) Grade 12 (Alternate)**Prerequisite: Completion of 823 English 10*

This course satisfies the requirement for 2nd semester senior English. Comparative Mythology is a thematic literature course for those who want to explore the various origins of humanity and its future. By focusing on universal patterns, students will observe similar aspects of various mythologies and cultures, evaluating how the authors' cultures and geographic locations affect their perspectives. Students will track these patterns across time and cultures to relate them to the individual's quest for identity. The course will also focus specifically on recurring motifs in myth, including heroism, villainy, war, love, and death. Students will also study modern myths found in various areas of contemporary literature.

840 READING FOR ENRICHMENT

0.5 credits/ Semester Course

Grades 10, 11,12 (Elective Only - not substitute for required English credit) Prerequisite: Completion of 813 English 9

Students will engage in thoughtful discussion and analysis of texts from a variety of genres, including drama, short stories, nonfiction, and novels. The course aims to foster and strengthen an appreciation for exploring themes, considering how various aspects lead the reader to build personal connections to the literature, while also extending the range of regular reading outside of national and historic boundaries often found in traditional courses. The primary goal of this course is to re-ignite an appreciation for the enjoyment of reading, while expanding understanding of the human experience in all of its complexities and imperfections.

843 A SURVEY OF BRITISH LITERATURE I

0.5 credits/Fall Semester Only

Grade 11 (Elective Only), Grade 12 (Alternate or Elective) Prerequisite: Completion of 823

This course satisfies the requirement for 1st semester senior English and is an elective for juniors. The course surveys the early history of the English language and literature of Great Britain from the epic, *Beowulf*, and Chaucer's *Canterbury Tales*, through the Early Renaissance and Shakespeare's *Macbeth*. A variety of genres is studied set in the context of England's historical development and culture, paralleling changes in British society and literary works. Students will investigate and report on ways in which a writer has influenced or been influenced by geographic, historical, social, and cultural issues or events, while identifying philosophical assumptions and basic beliefs underlying the selected texts. At the same time students will draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest. Students will continue to expand their knowledge and use of vocabulary, English conventions, and note-taking through various essays and research projects.

845 A SURVEY OF BRITISH LITERATURE II

0.5 credits/ Spring Semester Only

Grade 11 (Elective Only), Grade 12 (Alternate or Elective) Prerequisite: Completion of 823

This course satisfies the requirement for 2nd semester senior English, and is an elective for juniors. This course continues the study of British Literature, beginning with the Late Renaissance and ending with the Victorian Period. Some of the writers studied include John Donne, Daniel Defoe, Jonathan Swift, the Romantic poets, and Charles Dickens. While the coursework continues to analyze the impact of specific word choices on meaning and tone, including words with multiple meanings, and to analyze different points of view and interpretations, students will also organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. Students will continue to expand their knowledge and use of vocabulary, English conventions, and note-taking through various essays and research projects.

861 WRITING FOR PUBLICATION I (yearbook editors)

1.0 credit /Yearlong Course

*Grade 11, 12 (Elective Only - not substitute for required English credit)**Prerequisite: Signed consent of yearbook moderator.*

The students in this course work collaboratively to design, format, and complete the yearbook publication, extensively utilizing online design, photography, and photoshop skills. The emphasis is on creativity, communication, and teamwork skills.



880 AP LITERATURE

1.0 credit/Yearlong Course

Grade 12 (Alternate fulfills Requirement)

Prerequisite: Successful completion of English 11, and recommendation/endorsement of English 11 teacher.

This course satisfies the full year requirement for senior English. The course is recommended for college-bound students most interested in the Liberal Arts or careers in communications and any student who possesses a strong interest in focused reading, discussion, and analysis of quality literature, classic to contemporary. Students will work with several genres of literature, including poetry, drama, and fiction. AP Literature is taught by SMSA faculty and contains a strong writing component in addition to the reading requirements. Students will enroll to take the College Board test at the end of the course (May) and AP practice exercises will be given throughout the course. See Appendix B for more information regarding AP courses.

890 CAPP ENGLISH: COLLEGE ENGLISH I0.75 Credits Dual Credit

Fall (Seniors Only); Spring (Juniors or Seniors)

(UWO - Writing 101) 'First Year College Writing' (3 credits)

Grades 11,12 (Alternate, fulfills Requirement) *Prerequisite: Successful completion of first semester English 11 833 and recommendation/endorsement of English 11 teacher.*



CAPP Requirements: Please see UWO CAPP Requirements in Appendix.

This course is designed to enhance student composition and critical thinking skills by providing experiences with a range of writing strategies, focusing on the writing of clear and thoughtful expository prose.

Students develop an understanding of the process of writing, conventions of language usage, research techniques, collaborative revision, and craft and style. Students also conduct academic research, analyze source validity, and synthesize information to compose a formal research essay.

892 CAPP CREATIVE WRITING0.75 credits/Spring Semester ONLY. Dual Credit

Grade 12 (Alternate, fulfills Requirement)

(UWO - English 204) 'Intro to Creative Writing' (3 credits)

Prerequisite: Successful completion of 890 CAPP English.

CAPP Requirements: Please see UWO CAPP Requirements in Appendix.



This course satisfies the requirement for 2nd semester senior English. Students will focus on reading, analyzing, and emulating creative forms of fiction and nonfiction writing, including poetry, essays, drama, and short stories, while analyzing plot, dialogue, literary techniques and devices, audience and style. They will explore and expand vocabulary and hone grammatical skills, while recognizing, fostering, and strengthening their individual voice

and style. Through investigating writing craft, brainstorming, participating in writing workshop sessions, journaling, reflecting and composing original creative writing, students will develop and enhance their own craft.



2.3 FINE ARTS DEPARTMENT

Fine Arts-Graduation Requirement: 1 year of Fine or Technical Arts

The visual and performing arts curricula provide students with a creative outlet for personal expression. Valued as part of holistic education and the Catholic school experience, participation in these courses is accessible to all students.

ART COURSES

380 BASIC DESIGN

0.5 credit/ Semester Course

Grades 9-10-11-12, Prerequisite: None.

This is a prerequisite for all other subsequent art classes. Students are offered a strong fundamental knowledge of the elements and principles of art through the use of several two- and three-dimensional media. Introductory experiences in drawing, painting, ceramics, sculpture and printmaking equip students to proceed into more advanced art courses.

383 DRAWING

0.5 credit/ Semester Course

Grades 10-11-12, Prerequisite: 380 Basic Design.

Drawing emphasizes the elements of design and composition through the use of several media – pencil, charcoal, ink, pastels; styles – gestural, contour, realistic, abstract; and subjects – still life, figure, and fantasy. Students are exposed to a variety of expressive techniques as well as the influence of the great masters.

384 PAINTING

0.5 credits/ Semester Course

Grades 10-11-12, Prerequisite: 380 Basic Design [and 383 Drawing beginning with the class of 2022]

Painting builds on knowledge of color theory and composition. It is helpful to have drawing experience prior to taking painting. Students explore watercolor and acrylic characteristics, techniques, and materials. These experiences are reinforced with related studies from the masters.

385 GRAPHICS

0.5 credits/ Semester Course

Grades 9-10-11-12, Prerequisite: 380 Basic Design.

Students use their original designs to explore the graphic processes of linoleum block printing and silk screening. Creative lettering lay out, monoprints, etching, and package design may be additional units of study.

386 SCULPTURE

0.5 credit/ Semester Course

Grades 9-10-11-12, Prerequisite: 380 Basic Design.

Students will discover the connections between sculpture and other art disciplines as they relate specifically to three-dimensional art. Students will gain knowledge in additive, subtractive and assemblage as sources of construction in the art of Sculpture.

389 ADVANCED PROJECTS IN ART I

0.5 credits/ Semester Course

Grades 11-12, Prerequisite: 380 Basic Design; completion of 3 more art courses; teacher's approval and availability.

Any of the art courses offered may be further developed at an advanced level by a junior or senior who meets the prerequisites. The student works contractually on an independent basis.

390 ADVANCED PROJECTS IN ART II

0.5 credits/ Semester Course

Grades 11-12, Prerequisite: 380 Basic Design; completion of 3 more art courses; teacher's approval and availability.

Any of the art courses offered may be further developed at an advanced level by a junior or senior who meets the prerequisites. The student works contractually on an independent basis.



MUSIC COURSES

350-351 CONCERT BAND

Grades 9-10-11-12,

0.5 or 1.0 credit / Semester or Yearlong

Prerequisite: One year of prior band experience.

Band may be taken as a full-year course for (1.0) one credit, or as a semester course for (0.5) half credit.

Concert band is a performance group open to all students who have a desire to play a wind, brass or percussion instrument. Students are exposed to a variety of standard and contemporary concert band literature. Students are required to attend and participate in concert and pep band activities. In addition to band rehearsal times, students will be scheduled for regular in-school lessons. Additional activities could include solo and ensemble participation, school concerts, State Festival Contest, and Honors Band.

360-361 CONCERT CHOIR

0.5 or 1.0 credit/ Semester or Year Long Course

Grades 9-10-11-12, Prerequisite: None

Concert Choir may be taken as a full-year course for one credit (1.0), or as a semester course for half credit.(0.5) Concert Choir is open to all students regardless of vocal ability. This ensemble is designed to encourage all students who have an interest in developing their skills in group singing. Students will rehearse & demonstrate the ability to sing expressively on pitch, in rhythm, & with proper technique. We will use the elements of music to express ideas & opinions about the music we study. Students will have the opportunity to perform at concerts while learning the fundamentals of singing techniques & musicianship. It will help develop the student's knowledge of choral literature, music theory concepts, sight singing, and to enrich their love of music. Repertoire is selected with varying musical content and style.

362 VOCAL JAZZ

0.5 credit/ Yearlong Course

Grades 9-10-11-12, Prerequisite: Consent of instructor and audition.

This group meets 2x/week during Zero Hour. Vocal Jazz offers advanced students an opportunity to create music across the various jazz genres & stylings. The ensemble performs at all concerts throughout the year, as well as at community events and activities. Enrollment is by audition only. Auditions are typically held in the days prior to the start of the school year.

363 JAZZ BAND

0.5 credit/ Yearlong Course

Grades 9-10-11-12, Prerequisite: Consent of instructor and audition.

This group meets 2x /week during Zero Hour. Jazz Band offers advanced instrumental students an opportunity to perform jazz music. Students will cultivate skills to improvise rhythmic & melodic ideas in different styles of music including: blues, swing, latin, & funk. By building new skills on previously-learned concepts, students will explore the historical aspects of jazz by listening and performing music representative of various decades in the history of jazz. Enrollment is by audition only. Auditions are typically held in the days prior to the start of the school year in August.

371 MUSIC FOR THE NON-MUSIC STUDENT

0.5 credit/ Semester Course

Grades 9-10-11-12, Prerequisite: None

Do you want to take a music class, but it seems too scary because you haven't played an instrument since 5th grade or never picked one up?...Then this class is for you. Can't read music? No problem! The major emphasis of this course is to develop student achievement through the exploration of a modern band ensemble. Students will learn to play a modern band instrument (bass, guitar, piano, or drums) & rehearse & perform in a contemporary small band setting. Educational emphasis is placed on individual preparation, group communication & collaboration, small group leadership skills, & expanding student's knowledge of the historical to contemporary rock n roll history of music. Since this course is designed for the authentic beginner, it may only be taken once.



2.4 MATHEMATICS DEPARTMENT

Mathematics-Graduation Requirement: 3 years of math

The courses offered in mathematics are designed to develop the problem solving skills and abilities of all students. Students in Wisconsin are required to successfully complete 3 years of math for high school graduation. Both Algebra 1 and Geometry are required for graduation. Most college-bound students take four years of mathematics. Incoming freshman students who are interested in advanced math placement for freshman (placement beyond Algebra I) shall be required to take the SMSA Math Placement Test in May of their 8th grade year. Final placement in math is based upon the review of student High School Placement Test scores; student achievement in 7th and 8th grade math courses; middle school teacher recommendations. Students assessed below grade level performance shall be concurrently enrolled in Algebra 1 and Algebra 1 Concepts.

510 ALGEBRA 1 CONCEPTS

0.5 credit/ First Semester ONLY

Grade 9, Prerequisite: Standardized test math scores and 7th and 8th grade math performance.

Algebra Concepts is a support course designed for students to accomplish concurrently with Algebra 1. Not all Algebra 1 students will be enrolled in Algebra 1 Concepts. Students who have shown the need for accelerated math support will be enrolled in this course- determined by review of middle school and standardized testing mathematics scores. In Algebra Concepts, students will be provided with additional instruction, support, and time to develop mastery of algebraic concepts and time to better develop mathematical skills crucial to success in higher-level math courses.

513 ALGEBRA I

1.0 credit/ Yearlong

Grade 9, Prerequisite: Standardized test math scores and 7th and 8th grade math performance.

Algebra 1 gives students a solid foundation of algebraic operations and problem-solving, which is the basis for all higher mathematics. Students will study and practice with: properties of real numbers, mathematical explanations, and communication of mathematical reasoning and solutions. Topics covered include integers, exponents, linear equations and inequalities, growth and decay functions, factoring, real-life applications, and other algebra principles. Some students will also be enrolled in the Algebra 1 Concepts Course which will provide additional instruction, support, and time to practice with key algebraic concepts.

514 HONORS ALGEBRA I

1.0 credit/ Yearlong

Grade 9, Prerequisite: Placement of 1st year students into this course requires approval of Math Department faculty and high school administration and is based on math scores from the HSPT and SMSA Math Placement Test (May).

This course is designed for the student looking at the advanced math curriculum and gives students the foundation of equation solving, which is the basis for all higher math. Students study properties of real numbers; writing, solving and graphing linear equations and inequalities; and solving systems of linear equations and inequalities. Students study positive and negative integer exponents, linear growth, and decay functions. Students are introduced to quadratic functions, polynomials, and factoring. In addition, students will explore ratios and proportions, rational expressions and equations, division and polynomials, radical expressions and equations as well as connecting algebra to geometry. Applications to real life situations and the job market are used throughout the course.

523 GEOMETRY

1.0 credit/ Yearlong

Grade 9, 10 Prerequisites: Placement approval of Math Department or 513-ALGEBRA I, or 514-HON. ALGEBRA I

This course teaches students both inductive and deductive reasoning skills as they explore geometric concepts. The concepts covered include spatial and angle relationships, congruent and similar triangles, polygons, formulas and circles. Students will work with both 2-D and 3-D figures and integrate their knowledge from Algebra. Students write proofs throughout the course.

527 HONORS GEOMETRY

1.0 credit/ Yearlong

Grade 9,10 Prerequisites: Placement approval of Math Department or 513-ALGEBRA I, 514-HON. ALGEBRA I

Placement of 1st year students into this course requires approval of the Math Department faculty and High School administration and is based on math scores from the HSPT.

This course is designed for the student looking at the advanced math curriculum. Standard approaches of direct and indirect proofs are integrated with transformations, coordinates and the algebra that the student knows. Each mathematical idea is studied in depth through history, examples of recent developments, applications and practical problems with the use of technology.



533 ALGEBRA II

1.0 credit/ Yearlong

Grade 10, 11 Prerequisites: 513-ALGEBRA I and 523-GEOMETRY or 527-HON. GEOMETRY

This course prepares the student to use Advanced Algebra skills and concepts. Functions and equations (linear and quadratic), polynomials, factoring, inequalities, linear programming, systems, the quadratic formula and complex numbers are covered in the course. Technology is used where applicable.

535 HONORS ALGEBRA II with TRIG

1.0 credit/ Yearlong

Grade 10,11 Prerequisites: 523 GEOMETRY with a grade of A or higher and teacher recommendation, or 527- HON. GEOMETRY with a grade of B or higher

This course is designed to prepare the student for pre-calculus math courses. It is an Algebra II-Advanced Math Concepts combination. Functions (linear, quadratic, polynomial, exponential, logarithmic and trigonometric) are the major emphasis of the course. Algebraic topics such as inequalities, real and complex numbers, matrices, sequences and series, and data modeling will be covered as well, using technology where applicable.

537 ADVANCED MATH CONCEPTS

1.0 credit/ Yearlong

Grade 12, Prerequisites: 533-ALGEBRA II

This course is designed for students completing Algebra II to better prepare them for their first college math course. The course will cover all of the topics included in the UW System Placement Test. The ultimate goal of taking the class should be to sharpen math skills as students anticipate college.

541 CAPP STATISTICS

1.0 credit/ Yearlong Course

Dual Credit (3.0 College Credits)

Grade 11, 12, Prerequisites: (535-HON. ALGEBRA II-TRIG or 537-AMC).

The coursework is UW-Oshkosh's Elementary Statistics 109. Topics include descriptive statistics, elementary probability theory, sampling distributions, basic problems of statistical inference including estimation and confidence intervals, tests of hypothesis and regression. A major goal of this course is the application of these topics to problems arising from the natural sciences, the social sciences, the health industry, and the business environment. For students planning to be college mathematics majors or minor, this course will not fulfill the college statistics requirement. See "Cooperative Dual Credit Program" with UW Oshkosh in Appendix A for complete eligibility requirements and tuition.

547 PRE-CALCULUS

1.0 credit/ Yearlong Course

Grade 11, Prerequisites: 535-ADVANCED ALGEBRA II-TRIG or 537 Advanced Math Concepts

This course covers the elementary functions and their combinations. There is a full treatment of trigonometric functions using the circular definition as well as an in-depth study of plane and space analytic geometry. Students study the structure of the number system including the complex number field, identify and graph higher degree functions and are introduced to polar coordinates, synthetic division, finite math, mathematical induction, binomial theorem and 3D dimensional graphing.

590 COLLEGE CALCULUS I

1.25 Credit/ Yearlong Course

Dual Credit (5.0 College Credits)

Grade 12, Prerequisite:

Students enroll in Marian University's MAT 201 Course. Calculus I is based on the study of real valued functions of a single variable. The course topics include derivatives, antiderivatives, and definite integrals. Applications of differentiation, i.e. related rates, optimization and curve-sketching, are also covered. See Appendix A for further details about Marian University Dual Credit programs and tuition costs.

591 COLLEGE CALCULUS II

1.25 Credit/ Yearlong Course

Dual Credit (5.0 College Credits)

Grade 12, Prerequisite: MAT 201 College Calculus I.

Course may be available upon request and student pre-qualifications.



2.5 NATURAL SCIENCES DEPARTMENT

Natural Science-Graduation Requirement: 3 years of Science

Science courses are designed to emphasize the scientific processes of observing, inferring, measuring, formulating and testing hypotheses, collecting and analyzing data, and problem-solving. The laboratory experience is an essential part of the curriculum. Three credits of science are required for high school graduation in Wisconsin. One course all SMSA students must take is Biology (a life science). Students must also earn credit in a physical science such as Chemistry, Physics, or Physical Science. Science electives may also be taken. Three or four years of science are strongly recommended if the student wants to enroll in post-secondary education. After the completion of Chemistry, all elective courses are open for enrollment to juniors and seniors.

207 PHYSICAL SCIENCE 1.0 Credit/ Yearlong Course

Grades 10-11-12 Prerequisites: 223-BIOLOGY

Physical Science is a course designed for those students interested in the study of chemistry and physics. Chemistry topics studied include but are not limited to: atomic structure, the periodic table, writing chemical formulas, chemical equations, and an introduction to acids and bases. Topics in the area of physics include: mechanics, heat, light, sound and an introduction to electricity. This course includes laboratory activities. **Note:** This course is not intended to be a replacement for credit in Chemistry or Physics which are strongly recommended for college-bound students. However, Physical Science is accepted as a science elective in meeting a student's high school graduation requirement.

223 BIOLOGY 1.0 Credit/ Yearlong Course

Grade 9 (required for graduation) Prerequisites: None

Biology is the study of living organisms. In this laboratory course students will use the scientific method to develop investigation skills. A hands-on approach is used to stress biological laboratory techniques, data collection and analysis of data. The study of cellular structures and functions provides the framework of the course. Students will learn about organisms in the six kingdoms of life, how life changes over time, the role DNA plays in passing on genetic information, and how energy flows through living organisms. A review of basic chemistry and an introduction to organic and biochemistry is included. This course provides a foundation for future advanced study in the biological sciences.

236 ANATOMY & PHYSIOLOGY 1.0 Credit/ Yearlong Course

Grades 11-12, Prerequisites: 223- Biology, and 237-Chemistry

This introductory course explores the human body at the tissue and systems level. A variety of laboratory activities are provided including dissection. **The major dissection of a mammal is required for all students enrolled in this course.** The course also includes information on medical terminology, diseases of the human body, medical technology and health field careers. This course is designed for students interested in learning about the human body and careers in the health field.

237 CHEMISTRY 1.0 Credit/ Yearlong Course

Grades 10-11-12, Prerequisites: Completion of 223-BIOLOGY and 513-ALGEBRA I with a grade of C- and Successful completion of or concurrent enrollment in GEOMETRY or higher. Teacher recommendation is required to take 237-CHEMISTRY as a sophomore.

Chemistry is the study of matter, its composition, the changes it undergoes, and its relationship with energy. This course assists students in developing critical thinking and problem solving skills that can be used not only in Chemistry, but also in everyday life. Topics studied include atomic structure and electron configuration, chemical formulas and reactions, stoichiometry, gases and solutions, acid-base reactions, and/or organic and biochemistry. This course includes laboratory activities. Students are required to submit laboratory reports.

247 PHYSICS 1.0 Credit/ Yearlong Course

Grades 11-12, Prerequisites: Successful completion of or concurrent enrollment in 533-ALGEBRA II or higher. and successful completion of 237-CHEMISTRY

Physics is the study of the relationships between matter and energy. These relationships include the study of mechanics, heat, light, sound, electricity and magnetism. Selected topics in laser optics, solid state devices, relativity and basic electronics are introduced. Problem solving techniques as well as concept development is utilized in this course. A background in physics is imperative for the student pursuing a career in the sciences or health fields. Labs and lab reports are vital and required.



251 ENVIRONMENTAL SCIENCE I

0.5 Credit/ Semester Course

Grades 11-12, Prerequisites: 223-BIOLOGY AND (207-PHYSICAL SCIENCE or 237-CHEMISTRY)

This laboratory course is designed to investigate the interactions of science and society. Basic environmental science concepts are studied utilizing a variety of resources including laboratory experiences, group discussions and activities, videos, field trips and guest experts. In the fall semester, we place emphasis on environmental field work in the natural environment. Topics studied include but are not limited to dynamics of the earth (emphasis on earth structure, air quality, ozone depletion, global warming, acid rain, water quality and basic weather patterns) and dynamics of ecosystems (emphasis on population studies, natural selection, biodiversity, and energy flow). **Note:** Environmental Science is an elective science credit and should not be viewed as a replacement for a core college preparatory credit in natural science. Core college preparatory science courses include , Biology, Chemistry, Physics, Anatomy and Physiology, and Advanced Placement Biology

252 ENVIRONMENTAL SCIENCE II

0.5 Credit/ Semester Course

Grades 11-12, Prerequisites: 223-BIOLOGY AND (207-PHYSICAL SCIENCE or 237-CHEMISTRY)

This laboratory course is designed to investigate the interactions of science and society. Basic environmental science concepts are studied utilizing a variety of resources including laboratory experiences, group discussion and activities, videos, field trips and guest experts. In the spring semester, emphasis is placed on the study of biomes, world population trends, energy and water resources, conservation and current global environmental issues. Sustainability and environmental stewardship are stressed. **Note:** Environmental Science is an elective science credit and should not be viewed as a replacement for a core college preparatory credit in natural science. Core college preparatory science courses include Physical Science, Biology, Chemistry and Physics.

262 BOTANY

0.5 Credit/ Semester Course

Grade 11,12, Prerequisite: 223-BIOLOGY and (207-PHYSICAL SCIENCE or 237-CHEMISTRY)

This course is an upper level life science elective which studies the biology of plants. Through hands-on laboratory activities, projects and research students will learn about the structure and function of plants, plant classification and taxonomy, plant life cycles, and plant ecology. Students will gain an appreciation of the many ways that humans depend on and interact with plants.

Note: This is an alternate year course. After 2021-22, it will be offered again in 2023-24.

263 INVERTEBRATE ZOOLOGY

0.5 Credit/ Semester Course

Grade 11,12, Prerequisite: 223-BIOLOGY and (207-PHYSICAL SCIENCE or 237-CHEMISTRY)

This course is an upper level life science elective which studies the biology of invertebrate animals. (animals that do not possess backbones) Through hands-on laboratory activities, projects, and research students will learn about the structure and function of invertebrates, invertebrate classification and taxonomy, animal life cycles, and ecological relationships of the invertebrates. Students will gain an appreciation of the diversity that exists within this phyla of organisms. Various representative species will be dissected. Dissection is required for this course.

Note: This is an alternate year course. After 2022-23, it will be offered again in 2024-25.

264 VERTEBRATE ZOOLOGY

0.5 Credit/ Semester Course

Grade 11,12, Prerequisite: 223-BIOLOGY and (207-PHYSICAL SCIENCE or 237-CHEMISTRY)

This course is a life science elective which studies the biology of Phylum Chordata animals. (animals with a notochord, pharyngeal slits, dorsal tubular nerve cord, postnatal tail, endostyle/thyroid gland at some point in their life history, most have backbones) Through hands-on laboratory activities, projects, and research students will learn about the structure and function of vertebrates, vertebrate classification and taxonomy, animal life cycles, and ecological relationships of the vertebrates. Students will gain an appreciation of the diversity that exists within this phylum of organisms. Various representative species will be dissected. Dissection is required for this course.

Note: This is an alternate year course. After 2022-23, it will be offered again in 2024-25. **Running this NEW course shall be contingent upon appropriate staffing and enrollment levels.**



271 GENETICS

0.5 Credit/ Semester Course

Grade 11, 12, Prerequisite: 223-BIOLOGY and 237-CHEMISTRY

Genetics is an upper level life science elective which studies the principles of heredity. Units include the structure and function of DNA, the history of genetics as a science, Mendalian genetics, variation and diversity in populations, genetic diseases, the Human Genome project and biotechnology. This is a laboratory course and students are exposed to genetics experiments and some biotechnology concepts and skills.

283 AP BIOLOGY

1.0 Credit/ Yearlong Course

Grade 11, 12. Prerequisite: Semester grades of B or higher in 223-BIOLOGY and 237-CHEMISTRY and recommendation/endorsement of student's Chemistry teacher and/or Biology teacher.

AP Biology is an introductory college-level biology course. It is a very rigorous course at the high school level. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students are prepared to take the AP Exam in Biology offered in May each year. Successful results with the AP Exam will enable students to apply for college credit at colleges and universities that accept AP results. Practice tests with sample problems will be introduced during the course as part of a student's AP Exam preparation.

290 COLLEGE PHYSICS1.25 Credit/ Yearlong Course Dual Credit 5.0 College Credits

Grade 12, Prerequisites: Successful completion of 547-PRE-CALCULUS or concurrent enrollment in 547-PRE-CALCULUS. See "Cooperative Dual Credit Program with Marian University" in Appendix A for complete eligibility requirements. Payment of Marian University tuition of \$750.



This course is designed for the student capable of and motivated to complete a college-level physics course during their senior year in high school. Course work is completed as required in Marian University course PHS 211-Elementary Physics, not an Engineering Physics course. It is a lecture lab course which stresses the fundamental principles of kinematics, dynamics, statics, oscillation, electromagnetism and optic.



2.6 PHYSICAL EDUCATION DEPARTMENT

Physical Education-Graduation Requirement: 1 year of Physical Education, 1 Semester of Health

PE and Health are important components of an educational program focused on the holistic development of the individual. Physical education classes assist the student in formulating a lifelong plan for physical activity, allowing for the individual's unique desire, ability and motivation. Social interaction is addressed by practicing collaborative skills. In order to provide a lifelong model for physical fitness, the program reflects the ability of the individual to determine his/her needs, goals, and methods that best meet those goals. The Health Education curriculum complements physical education courses as the student is assisted in addressing the concept of total wellness.

***PE Waiver NOTE:** Students who successfully complete three varsity seasons of SMSA athletic participation within the same school year may be eligible to waive 0.5 PE credits. As such, PE Waivers cannot be obtained by 9th grade. To apply, students must have already completed three seasons of varsity athletics prior to requesting an academic waiver. Students interested in this option are encouraged to plan with support from the Counseling Office. Waivers may only be obtained through the Counseling Office and may only be granted officially by the principal.

011 PHYSICAL EDUCATION 100 0.5 Credit/ Semester Course

Grade 10 (Required), Prerequisites: None

This general PE course is required for all SMSA students. It introduces new activities while improvement of skills learned at the middle school are refined. The primary objectives of this course includes the development of personal health habits and developing an understanding of the importance of lifelong fitness. Team activities and individual sports are used to teach cooperation, sportsmanship and basic skills. Personal fitness is taught through work in the fitness center, which includes ways to measure and improve aspects of individual fitness. All classes will meet during their respective block for one semester.

021 PHYSICAL EDUCATION INDEPENDENT STUDY 0.5 Credit/ Semester Course

Grade 11 or 12 ONLY (Alternate), Prerequisites: Approval of Principal

Under certain circumstances students may need added flexibility to accomplish their second semester of Phy Ed. Students must receive a recommendation for this course from their counselor and approval from the principal for placement in this course. Fitness logs must be logged each week and special research projects are assigned throughout the semester.

030 ADVANCED TEAM SPORTS AND FITNESS 0.5 Credit. Semester Course

Grade 11,12 Prerequisite: 011 PE 100

This course fulfills the PE graduation requirement and will be for students who are driven and would like to participate in an environment that challenges them in individual fitness as well as their cooperation with others. Part of the time spent in class will work on refining skills such as cooperation, leadership, communication, and sportsmanship using team activities and sports. The other part of this class will put an extended emphasis on individual fitness and will dive in depth on advanced concepts related to training, and performance measurement.

040 RECREATION SPORTS AND NET GAMES 0.5 Credit. Semester Course

Grade 11,12 Prerequisite 011 PE 100

This course will give students an opportunity to experience activities related to individual fitness that can be done throughout life. The main objective of this course will be to give the students a sense of wellness and fitness through recreational activities that can be done well into adulthood. Some examples of activities we can do are: badminton, pickleball, bowling, table tennis, frisbee golf, etc. In addition to the activities in class, students will gain knowledge in the areas of individual health and lifelong wellness. This will place emphasis on creating positive health habits and an overall healthy lifestyle.

050 HEALTH EDUCATION 100 0.5 Credit. Semester Course

Grade 9 (Required), Prerequisites: None

This course addresses the issues of a total health program related to the wellness of the individual: physical, emotional, intellectual, spiritual and social growth, development and well-being. Students gain an understanding of how individuals can prevent most health problems through positive healthy behaviors. They learn how to evaluate resources and effectively use the information to make positive decisions in their lives.



2.7 SOCIAL STUDIES DEPARTMENT

Social Studies-Graduation Requirement: 3 years

Social studies courses place emphasis on history, geography, government and the nature of our society and the individual. Students are given a sense of their role and responsibility as citizens of our nation in an ever-changing and complex world. The curriculum provides students with a framework of knowledge relating to the events that shaped humankind as well as the development of political, economic and social institutions. Students are required to complete three credits of Social Studies for graduation. All students are required to pass a Civics exam to meet the State of Wisconsin graduation requirements.

910 MODERN WORLD HISTORY

1.0 Credit/ Yearlong Course

Grade 9 (Required), Prerequisites: None

The primary emphasis of this course is the study of Western civilization and historical figures that have influenced the world. Emphasis is placed on the social and political changes, movements, events and related geographical relationships that have influenced western culture. The following underlying themes will be a focus of the course: Art & Literature; Continuity & Change; Diversity; Economics & Technology; Geography; Global Interaction; Impact of the Individual; Political & Social Systems; and Religion & Value Systems.

915 HONORS MODERN WORLD HISTORY

1.0 Credit/ Yearlong Course

Grade 9 (May be taken in place of 910), Prerequisites: Review of HSPT English section scores, 8th grade teacher recommendation and approval of the Social Studies Department.

The primary emphasis of this course is the study of Western civilization and historical figures that have influenced the world. Emphasis is placed on the social and political changes, movements, events and related geographical relationships that have influenced western culture. The following underlying themes will be a focus of the course: Art & Literature; Continuity & Change; Diversity; Economics & Technology; Geography; Global Interaction; Impact of the Individual; Political & Social Systems; and Religion & Value Systems. Students will be expected to provide deeper historical critical analysis and to engage in research papers not required in the 910 coursework. Preferred prep for AP US History course.

925 UNITED STATES HISTORY

1.0 Credit/ Yearlong Course

Grade 10 (Required), Prerequisites: 910 - Modern World History or 915 - Hon. Modern World History

This course covers U.S. history chronologically from colonial times through the events of September 11, 2001. The course provides for a survey analysis of key events, peoples and issues in U.S. History. Special emphasis is placed on basic ideas and skills such as cause and effect relationships, multiple causation of events, geography (map skills), as it applies to the "changing face of America" from the 18th century to the 21st century, and a development of time and perspective.

941 AMERICAN GOVERNMENT

0.5 Credit/ Semester Course

Grade 11 (Required), Prerequisites: Successful completion of 910 or 915 World History and 925 US History (or concurrent enrollment with 925 US History)

This course overviews the structure, function, and evolution of the United States government through examination of historical constructs, key documents, and evolving legal systems. Wisconsin Standards including the analysis of constitutionalism, individual freedoms and rights, the evaluation of historically significant people and their contributions, and the creation of arguments through research and interpretation of claims are presented alongside others. This course is required for Juniors and also helps students prepare for and take the required Wisconsin Civics Exam.

945 MILITARY SCIENCE & LEADERSHIP

0.5 Credit/ Semester Course

Grades 10,11,12 (Elective), Prerequisites: 910 Modern World History(or teacher recommendation)

This course will examine leadership through history from a military science lens. Students will engage with Wisconsin Standards in the Behavioral Sciences, Political Science and History realms as they analyze, evaluate, reflect, and engage with leaders and conflicts across history.



951 INTRODUCTION TO SOCIOLOGY Not offered 2022-2023 0.5 Credit/ Semester Course

Grades 11,12,(Elective), Prerequisites: None

This course focuses on a study of American society and social behavior. It offers useful insights for the student to understand self and the society in which he/she lives. As members of a society, the student already has a great deal of sociological experience. A study of the structure of society and the institutions and issues in American Society provides the student with new ways to look at these experiences. As a greater understanding of social behavior is developed, the student can apply the knowledge to enrich his/her personal life. This course helps the student develop a more realistic and responsible attitude toward the society and world in which he/she lives. **Note:** Alternate Year Course: Next Offered 2023-24

953 INTRODUCTION TO PSYCHOLOGY 0.5 Credit/ Semester Course

Grades 11-12, Prerequisites: None

*****Alternate Year Course: Next offered in 2022-23**

Psychology is the study of human behavior. The course will introduce the discipline of psychology and its various theories and theorists. How psychology applies to the student's lives, now and in the future, is a primary emphasis. In addition, the course will focus on development, perception, learning, emotions and motivation, mental health and individual and group behavior.

955 HISTORICAL ROOTS OF CONTEMPORARY ISSUES I 0.5 Credits/ Fall Semester Only

Grades 11-12, Prerequisites: 925-U.S. HISTORY and teacher recommendation

This course examines the historical dimensions and demonstrates the importance of historical thinking for the understanding of contemporary problems and crises. The students will examine the influence of factors, forces, functions and people on issues of global concern. Along with the historical influence there will be comprehensive study of geographic and economic factors. The objective is to learn concepts and theories; acquire a sense of global perspective with an emphasis on geography skills, as well as a comparative-analysis and practical application relevant to an understanding of global issues. The regions of study in this course include: Africa, the Middle East, and Asia. This course may be taken in combination with 957-HISTORICAL ROOTS II or separately as a one semester course.

957 HISTORICAL ROOTS OF CONTEMPORARY ISSUES II 0.5 Credits/ Spring Semester Only

Grades 11-12, Prerequisites: 925-U.S. HISTORY and teacher recommendation

This course examines the historical dimensions and demonstrates the importance of historical thinking for the understanding of contemporary problems and crises. The students will examine the influence of factors, forces, functions and people on issues of global concern. Along with the historical influence there will be comprehensive study of geographic and economic factors. The objective is to learn concepts and theories; acquire a sense of global perspective with an emphasis on geography skills, as well as a comparative-analysis and practical application relevant to an understanding of global issues. The regions of study include: Europe, South America, North America. This course may be taken in combination with 955-HISTORICAL ROOTS I or separately as a one semester course.

961 AP US HISTORY 1.0 Credit/ Yearlong Course

Grade 10, 11, 12 Prerequisite: Grade of B or higher in 910 Modern World History or 915 Honors Modern World History; B or higher in 813 English 9; also requires placement recommendation/endorsement of previous Social Studies teacher.

This course focuses on a study of American society and social behavior. It offers useful insights for the student to understand self and the society in which he/she lives. As members of a society, the student already has a great deal of sociological experience. A study of the structure of society and the institutions and issues in American Society provides the student with new ways to look at these experiences. As a greater understanding of social behavior is developed, the student can apply the knowledge to enrich his/her personal life. This course helps the student develop a more realistic and responsible attitude toward the society and world in which he/she lives. Students will prepare to take the AP Exam in May.



2.8 THEOLOGY DEPARTMENT

Theology Graduation Requirement: 4 years

Archdiocesan Policy 6141: "Secondary School Curriculum Guidelines for each secondary school are locally developed, maintained, and revised in light of the school's accreditation standards. All high schools in the Archdiocese of Milwaukee shall implement the High School Theology Curriculum (2005) and offer/require eight semesters of theology for all students. These courses will be given the weight of and offered with similar frequency to other core academic subjects. If theology electives are offered, they must be an extension of core."

All SMSA theology courses are compliant with the Archdiocesan High School Theology Curriculum, the USCCB's Doctrinal Elements of a Curriculum Framework, and the National Standards and Benchmarks for Catholic Elementary and Secondary Schools. Four (4.0) credits of theology are required for graduation and all SMSA students must enroll in theology coursework each semester. As an important element of SMSA's mission, identity and vision of holistic education, the theology curriculum directly addresses the spiritual dimension of being human through the perspective of the Judeo Christian tradition. Courses cover a wide range of theological teachings and issues. While Catholic catechesis is integrated into all courses, SMSA theology courses also aim to help students engage with religious dialogue and develop a personal religious identity and spiritual habits.

***SMSA SERVICE LEARNING:** A key component of every theology course at SMSA is a thematic unit that is dedicated to service learning. In this way, students experience a variety of contextually and developmentally appropriate service and community outreach opportunities during their time at SMSA. These experiences build upon one another, are integrated into the Theology curriculum and are assessed as part of the student's academic experience. True service learning provides formalized opportunities for students to reflect upon their service engagement.

115 CATHOLICISM

0.5 Credit/ Fall Semester

Grade 9 (Required), Prerequisites: None

The purpose of this course is to give students a baseline understanding of Catholic Christian theology. The course is based on the Creed, the first part of the Catholic Catechism of the Church. The students will understand the major doctrines of the faith. Included will be a brief overview of salvation history. The student will also have knowledge of the events of Jesus' life, passion, death, and resurrection. The students will understand the beginning and visible structure of the Church. They will be introduced to what it means to be a disciple of Christ and for all eternity. God has planned for us to share eternal happiness with Him as saints in Heaven.

117 SACRAMENTS

0.5 Credit/ Spring Semester

Grade 9 (Required), Prerequisites: None

Students will examine each of the seven sacraments in detail so as to learn how they may encounter Christ in real ways now and throughout life. They will have an enduring understanding of the call to holiness through the sacraments. The student will come to appreciate the sacraments as efficacious signs and the ultimate sources of God's sanctifying grace. The Sacraments course will include experiential learning with time spent in the Chapel, with witnesses to each of the Sacraments in people's lives, and more. Students will also have a chance to go in depth in their life of prayer, especially approaching Lent. The students will understand the life of grace informing their morality and decision making.

127 OLD TESTAMENT: THE REVELATION OF JESUS CHRIST IN SCRIPTURE

0.5 Credit/ Fall Semester

Grade 10 (Required), Prerequisites: None

The purpose of this course is to give students a general knowledge and appreciation of God's revelation through Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major themes and sections of the Bible including the books included within each section. The students will pay particular attention to the religious leaders of the Old Testament who will serve as models of faith for the students. This course will take the students through the Old Testament by means of studying Salvation History and the Covenants made with God's People. Students will understand biblical interpretation and exegesis. Students will learn to use the sense of Scriptural interpretation: Anagogical, Allegorical (Typology) Moral and Literal.



129 NEW TESTAMENT: WHO IS JESUS CHRIST?

0.5 Credit/ Spring Semester

Grade 10 (Required), Prerequisites: None

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. Students will understand how Christ fulfills the promises and prophecies of the Messiah, beginning with the prophets. Students will have knowledge of the life of Christ, the Paschal Mystery, and the beginning of the Church. Students will have an awareness of the Catholic letters and Pauline letters as instruction for the Church. Students will gain an understanding of literary forms found in the New Testament and the historical and cultural setting. Students will understand the Church's contextual approach to interpreting scripture, and the significance of the connection between Sacred Liturgy and the culmination in the book of Revelation.

137 CHURCH HISTORY

0.5 Credit/ Fall Semester

Grade 11 (Required), Prerequisites: None

The purpose of this course is to help students discover and understand the growth of the Catholic Church from the Apostolic age to the modern world. The course will involve exploring the development of the church and Catholic doctrine throughout history. In depth look at various historical ages: Apostolic age, Early Church and persecutions, fall of Rome, Middle Ages and Crusades, Renaissance and the European expansion periods. The influence of heresies in the development of Doctrine and the place of the church in the world from Crusades to church in the U.S will be examined.

139 MORALITY

0.5 Credit/ Spring Semester

Grade 11 (Required), Prerequisite: None

The purpose of this course is to help students to discover and understand the vision and purpose of morality in the Christian life. Students will learn the Ten Commandments, along with other Catholic moral instructions, and apply them as a guide to moral decision making. Examining moral dilemmas that each person faces every day, as well as complex moral questions that are part of the public debate, students will come to know and appreciate the Church's teaching on living a life as a moral Christian disciple.

143 SOCIAL JUSTICE

0.5 Credit/ Fall Semester

Grades 12 (Required), Prerequisites: None

Each Christian has the responsibility to bring about justice and peace where it is lacking in the world around us. This course examines the basis, in Scripture and in the secular world, for a just society and the Church's response. The class focuses on the seven themes of Catholic Social Teaching through examining the issues surrounding human dignity, discrimination, poverty, hunger, economic justice, and peace. Students explore opportunities to help promote a more just world, while learning more about themselves.

145 MINISTRY

0.5 Credit/ Yearlong

Grade 12 (Elective), Prerequisites: Interview and approval from Theology Department and Campus Minister

This course is a true elective, and cannot be used as a substitute for required theology courses during the senior year. Students will develop competencies for ministry and will provide support for planning of SMSA campus ministry efforts including planning for retreats; liturgies; prayer services; special events; service outreach and formation for elementary and high school discipleship groups. Students will be assessed individually and as ministry teams. The importance of collaboration, communication and discernment will be emphasized. *This course is elective only and cannot be a replacement for required courses 143 & 147.*

147 WORLD RELIGIONS AND THE CHRISTIAN VOCATION

0.5 Credit/ Spring Semester

Grade 12 (Required), Prerequisites: None

Students will examine and compare the basic tenets of religious traditions - Christian and non-Christian. Units will look at the the foundation, development and brief history of major world religions such as Islam, Hinduism Buddhism, Sikhism, Judaism and Protestant Christianity. Students will learn major tenets, holy books and differing beliefs of the afterlife. Students will build religious literacy, vocabulary and understanding as they prepare for adult life and increased diversity of experiences with those of various religious traditions. Religious concepts of transcendence, prayer, social justice, human dignity, religious tolerance and inter-religious dialogue will be examined.



2.9 WORLD LANGUAGES DEPARTMENT

Graduation Requirement: 1 credit/year for Class of 2025, 2026

The course offerings in the World Language Department are designed for students who have an interest in speaking, reading, writing and understanding another language. Students learn about other cultures and points of view and may have an opportunity to experience immersion learning by traveling abroad. Language opportunities are offered in German and Spanish. Freshman year placement in any world language requires a minimum of "C" average in eighth grade English or eighth grade English teacher's recommendation. Placement beyond level one requires a separate world language placement test. Transfer students must pass a placement test before being enrolled at any language level.

GERMAN COURSES

417 GERMAN I

1.0 Credit/ Yearlong Course

Grades 9-10-11-12, Prerequisites: Final grade of C or better in previous English course

Level one students will gain a basic knowledge of the German language through the Wisconsin State Standards for World Languages: interpretive, interpersonal, presentational and intercultural communication. A heavy emphasis on grammatical structures, vocabulary attainment, syntax, and consistent study habits for retaining learning provides students with a foundation for not only proceeding to upper levels, but also for understanding and using the language in a meaningful and effective manner. Students will also increase global competency through comparisons of culture and daily life.

427 GERMAN II

1.0 Credit/ Yearlong Course

Grades 9-10-11-12, Prerequisites: Successful completion of 417 GERMAN I, with a minimum C- grade in both previous semesters, and/or consent of previous German teacher.

Level two continues to develop German language skills in the Wisconsin State Standards for World Languages interpretive, interpersonal, presentational and intercultural communication. Students' knowledge of the culture and history of German-speaking countries, past and present, is expanded through global competency and community engagement. More in-class use of German is utilized to improve vocabulary and pronunciations.

437 GERMAN III

1.0 Credit/ Yearlong Course

Grades 10-11-12, Prerequisites: Successful completion of 427 GERMAN II with a minimum B- grade in both previous semesters, and/or consent of previous German teacher.

Level three concentrates on reinforcing skills learned in prior levels as well as continuing to develop advanced reading skills. This class also focuses on expanding student vocabulary, grammar, and listening, writing and conversational skills. The Wisconsin Standards for World Languages (Interpretive, Interpersonal, Presentational & Intercultural Communication, plus Global Competence & Community Engagement) will continue to be promoted.

447 GERMAN IV

1.0 Credit/ Yearlong Course

Grades 11-12, Prerequisites: – Successful completion of 437 GERMAN III with a minimum B+ grade in both previous semesters, and/or consent of previous German teacher.

Level four incorporates advanced knowledge of German structures. Units on culture and history are also explored. Students will improve overall language competency and their ability to converse in German. The Wisconsin Standards for World Languages (Interpretive, Interpersonal, Presentational & Intercultural Communication, plus Global Competence & Community Engagement) will continue to be promoted.

457 GERMAN FILM STUDIES

1.0 Credit/ Yearlong Course

Grade 12, Prerequisites: Successful completion of German 4 with a minimum B+ grade in both previous semesters, and consent of previous German teacher. Students who have previously completed German 3 and wish to be in German Film Studies as their next level must take German 4 concurrent with 457 German Film Studies.

The basis of this course comes from German film-making and visual arts from the 1920s to today. Students will view various visual media in the target language, learning to analyze them critically while continuing to develop the four basic Wisconsin State Standards of Interpretive, Interpersonal, Presentational & Intercultural communication. This takes place alongside the study of Global Competence & Community Engagement through cultural and historical context of the content and the creation of these visual media, and analysis of the impact of these films on individuals and the wider world.



SPANISH COURSES

411 SPANISH I 1.0 Credit/ Yearlong Course

Grades 9-10-11-12, Prerequisites: Final grade of C or better in previous English course.

Level one students will gain a basic knowledge of the Spanish language through the Wisconsin State Standards for World Languages interpretive, interpersonal, presentational and intercultural communication. A heavy emphasis on grammatical structures, vocabulary attainment, syntax, and consistent study habits for retaining learning provides students with a foundation for not only proceeding to upper levels, but also for understanding and using the language in a meaningful and effective manner. Students will also increase global competency through comparisons of culture and daily life.

421 SPANISH II 1.0 Credit/ Yearlong Course

Grades 9-10-11-12, Prerequisites: Successful completion of 411 SPANISH I with a minimum C- grade in both previous semesters, and/or consent of previous Spanish teacher.

Level two continues to develop Spanish language skills in the Wisconsin State Standards for World Language Interpretive, interpersonal, presentational and intercultural communication. Students' knowledge of the culture and history of Spanish-speaking countries, past and present, is expanded through global competency and community engagement. More in-class use of Spanish is utilized to improve vocabulary and pronunciations.

431 SPANISH III 1.0 Credit/ Yearlong Course

Grades 10-11-12, Prerequisites: Successful completion of 421 SPANISH II with a minimum B- grade in both previous semesters, and/or consent of previous Spanish teacher.

Level three concentrates on reinforcing skills learned in prior levels as well as continuing to develop advanced reading skills. This class also focuses on expanding student vocabulary, grammar, and listening, writing and conversational skills. The Wisconsin Standards for World Languages (Interpretive, Interpersonal, Presentational & Intercultural Communication, plus Global Competence & Community Engagement) will continue to be promoted.

441 SPANISH IV 1.0 Credit/ Yearlong Course

Grades 11-12, Prerequisites: Successful completion of 431-SPANISH III with a minimum B+ grade in both previous semesters, and/or consent of previous Spanish teacher.

Level four incorporates advanced knowledge of Spanish structures. Units on culture and history are also explored. Students will improve overall language competency and their ability to converse in Spanish. The Wisconsin Standards for World Languages (Interpretive, Interpersonal, Presentational & Intercultural Communication, plus Global Competence & Community Engagement) will continue to be promoted.

451 SPANISH V 1.0 Credit/ Yearlong Course

Grade 12, Prerequisite: Successful completion of 441-SPANISH IV with a minimum B+ grade in both previous semesters, and consent of previous Spanish teacher.

Level five incorporates advanced knowledge of Spanish structures. Units on culture, history and literature are also explored. Students will improve overall language competency and their ability to read, interpret and converse in Spanish. The Wisconsin Standards for World Languages (Interpretive, Interpersonal, Presentational & Intercultural Communication, plus Global Competence & Community Engagement) will continue to be promoted.



2.10 SUPPLEMENTAL COURSES & LEARNING

SMSA offers additional, supplemental learning options to students on an individual basis. Students who wish to take advantage of these supplemental courses must be in good standing academically at the time of enrollment, and remain in good standing for the duration of the course. For the sake of enrollment in supplemental options, “good standing” is defined as:

- 1) Maintaining academic eligibility by achieving a passing grade in all enrolled courses at the time of application and during the supplemental course.
- 2) Positive student behavior (no more than one detention and zero suspensions).
- 3) Positive attendance (not habitually truant, miss or tardy more than 10 days unexcused per semester)

If a student fails to maintain good standing, the student will not be permitted to enroll or continue any supplemental offering.

299 LABORATORY ASSISTANT

Program under review for the 22-23 School Year

701 TEACHING ASSISTANT PROGRAM (TAP) - Formerly STUDENT WORKING WITH TEACHER (S.W.W.T.)

Program Eligibility

- a student must be entering junior or senior year

799 YOUTH APPRENTICESHIP PROGRAM (YA) 1 Credit/ Yearlong Experience

Grades 11-12

Provided in partnership with CESA 6 to allow students external work experience for credit while a Junior or Senior at SMSA. Each student must complete a Y/A related course, work 450 hours per year at their Y/A placement; and formally apply to the Y/A program. Y/A positions are competitive and will include an external interview process. Acceptance will be based on the student's qualifications, the number of Y/A placements available and a review by the Y/A coordinator and school officials. Students will sign a school contract/agreement with specific parameters. Please [click here for the SMSA Youth Apprenticeship Contract](#), which outlines student expectations and responsibilities if accepted into the YA Program through CESA 6.

ONLINE LEARNING

SMSA may offer advanced, supplemental, and/or credit recovery high school courses using multiple online platforms. Placement in online learning requires the approval of the principal. A Counselor may suggest online learning for successful completion of course requirements or for credit recovery. There will be additional costs for online learning through third party vendors. This cost will be added to the family's account for all classes with the exception of courses that are required for graduation and are not offered at SMSA.

VIRTUAL LEARNING through SMSA: In-person classroom learning and instruction is the preferred educational model at SMSA. That said, virtual learning shall be/may be an SMSA option as needed and/or appropriate. Parents may request/declare the virtual learning option for a period of one week (5 school days) up to one semester in duration (terms are renewable). Virtual learning may be a blend of methods to be determined, including but not limited to synchronous (real-time interactive, online) and asynchronous (non-interactive, prepared virtual resources). To receive approval as a virtual learner, parents must complete this application for virtual learning. (*Request Form*) <https://www.smsacademy.org/virtualrequest/>. The completed application must be submitted at least one full week prior to the first day of virtual instruction.

Exceptions: In cases of an unanticipated health quarantine or other medical event that may result in a student being unable to physically access campus, virtual learning may commence immediately. Parents will still be expected to complete the required virtual learning application paperwork so that accurate school tracking may be maintained. All virtual learning requests – regardless of reason or duration – must be approved by the administration. The Ledger Learning Guide and Google Classroom will be maintained as virtual academic resources during both in-person instruction and virtual learning. SMSA reserves the right to approve, deny, recommend or require virtual learning for any student. Parents may not spontaneously (day-to-day) declare students as virtual learners. Students who are in-person learners (undeclared virtual learners) shall be marked absent on any school days when they are not present in person, similar to attendance practices prior to the pandemic. Students who are declared as virtual learners and who are engaged in synchronous instruction may be marked absent if their online presence cannot be reasonably detected by teachers.



2.11 PUPIL SERVICES & STUDENT SUCCESS SUITE

THE STUDENT SUCCESS SUITE (SSS)

Student Services provides support and resources for high school students who may need reinforcement in study skills or who have identified learning needs. The Student Success Suite (SSS) is an alternative to a typical study hall. Students use the small group setting to organize their learning, complete homework, study for tests, complete assessments and receive individualized assistance. A member of the Pupil Services team supervises the SSS and provides learning support for students as needed.

LEARNING ACCOMMODATIONS AND MODIFICATIONS

In addition, Pupil Services coordinates classroom accommodations and modifications for students who have been medically diagnosed or educationally identified as a student with learning needs. Learning accommodations are provided based on professional assessment information provided through a Service Plan or Student Accommodation Plan.

CRITERIA FOR ENROLLMENT IN THE SSS

Enrollment in the SSS is determined by the Pupil Services team, as a result of teacher, parent/guardian and/or previous administrative recommendation. Enrollment and student access to the SSS is reviewed annually or as needed.

Please contact the Director of Pupil Services for more details about supports and services at SMSA.

2.12 COUNSELING SERVICES

The Counseling Office supports SMSA students with two members of the counseling staff:

School Counselor role is a licensed professional in the State of Wisconsin. This role leads the strategic and operational planning and support for the social and emotional wellbeing of students in the high school and leads programming aimed at student mental wellness, managing anxiety and stress, and Internet safety. This may include large group educational programs for students and parents, as well as initiating thematic support groups and individual counseling. The school counselor also supports students in their college planning and discernment of gifts and talents, and with SMSA academic planning, annual course selections and preparations for standardized testing.

Coordinator of College and Career Planning advises students and their parents regarding the college search process. This may include submission of admission and scholarship applications, helping students to assess post secondary options and fit, facilitating career exploration dimension of the Counseling Office services at SMSA. In this capacity, the coordinator engages with students to help them discern gifts and talents, as well as assess possible career and college choices. Students are guided through every aspect of the college application process including financial aid and scholarship applications. The coordinator also supports students in their SMSA academic planning, their annual course selections and preparations for standardized testing.



The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

For research on the effectiveness of school counseling programs, go to <https://www.schoolcounselor.org/effectiveness>

For more information about the role of the school counselor, go to <https://www.schoolcounselor.org/role>



Section 3:
APPENDIX



3.1 APPENDIX A - DUAL COLLEGE CREDIT OPPORTUNITIES AT SMS

St. Mary's Springs Academy supports students who wish to begin their college career while still a high school student. There are multiple ways in which SMSA students can earn college credit. The following is a description of each program, any prerequisites, responsibilities of the student/family, courses offered in each program, deadlines, and tuition. Please note, college credit may be an added expense to the family. Each option below specifies the cost that the family is responsible for. Students must complete all required courses, attend at least 4 classes at SMSA and are expected to fully participate in SMSA activities while dual enrolled in college courses.

What is meant by "dual credit?" **For every 1.0 college credit earned through a partner college, SMSA will award .25 high school academic credits. For example, a student who successfully completes a college course worth 4.0 college credits will also result in 1.0 earned high school credits at SMSA.**

Dual credit courses taught at SMSA are subject to SMSA staff adjunct instructor qualifications and availability.



MARIAN UNIVERSITY - DIRECT COLLEGE CREDIT/ Dual Credit Courses

Source: <https://www.marianuniversity.edu/dual-credit/>

Students who are academically qualified and accepted by Marian University may receive both high school and college credit in three subject areas taught by SMSA HS teachers who are also adjunct faculty of Marian University: English, Calculus, and Physics. See course descriptions in the department sections of this guide for additional information on these courses. Course offerings are dependent upon the availability of a qualified instructor.

The college credit received may be transferable to other colleges and universities. However, neither Marian University nor SMSA can guarantee the transfer of credits to other institutions. The student must contact the admissions office at those institutions to verify their credit transfer policies. The Counseling Office is able to assist you with this process.

Eligibility:

To be eligible for acceptance into the Dual Credit Program at Marian University, students must:

1. Have taken appropriate prerequisite course(s) where applicable **and**
2. Have a grade point average of "B" within the appropriate discipline; **in addition,**
3. Rank in the top 25% of their class, **or**
be earning a GPA of 3.2 on a 4.0 scale, **or**
score in the top 15% of the most recent standardized test (PSAT or ACT through June of senior year)
4. Complete SMSA registration process
5. Complete Marian University application paperwork;
6. Receive final acceptance for registration from Marian University.

Cost of Dual Credit Program:

- Students taking the dual credit courses for college credit are required to pay college tuition on a per-credit basis. This is a cost in addition to the full tuition of SMSA. Students will pay Marian University directly for Dual Credit tuition (approximately \$150 per college credit).
- Students may purchase their college texts from previous students, through the Marian University bookstore, or through online bookstores. Marian offers purchase and rental options. Students must verify with the SMSA teacher the textbook being used for the class before making a purchase.



Cooperative Academic Partnership Program (CAPP) **COLLEGE CREDIT for COURSES through UW-OSHKOSH**

Students who are academically qualified and accepted by UW Oshkosh may receive both high school and college credit in designated courses. See SECTION 2 of this Curriculum Guide for department course descriptions for additional information about specific CAPP course offerings.

College credit received may be transferable to other colleges and universities. However, neither UW Oshkosh nor SMSA can guarantee the transfer of credits to other institutions. The student must contact the admissions office at those institutions to verify their credit transfer policies. The Counseling Office is able to assist you with this process.

Eligibility:

To be eligible for acceptance into the CAPP dual credit program through UW Oshkosh, students must complete all of the following:

1. Have taken appropriate prerequisite courses;
2. Have a grade point average of "B" within the appropriate course discipline;
3. Rank in the top 25% of their class, **or**
be earning a GPA of 3.25 on a 4.0 scale, **or**
score at least 24 on the ACT;
4. Complete SMSA registration process;
5. Complete CAPP application paperwork <https://www.uwosh.edu/capp>;
6. Receive final acceptance for registration from UW Oshkosh.

Cost of Dual Credit Program:

Students taking the dual credit courses for college credit are required to pay tuition on a per-credit basis. The UW-Dual Credit Program tuition for 2020-2021 is 50% of the lowest UW system per credit fee. This places the per credit cost at \$100, payable to UW Oshkosh. Students who receive Free and Reduced Lunch rates through the Federal program are eligible for \$5 per credit rate. This tuition is in addition to the full tuition of SMSA.

Students may purchase their college texts from previous students, through the UW bookstore, or through online bookstores. Students should always verify the textbook being used with the teacher before making a purchase.



DUAL CREDIT COURSES THROUGH MORAINÉ PARK TECHNICAL COLLEGE (MPTC)

Students who are accepted by MPTC may receive both high school and college credit in business areas taught by SMSA high school teachers who are also adjunct faculty of MPTC: MS Office, Photoshop, General Accounting, Applied Accounting, and Digital Arts and Design. See course descriptions in the department sections of this guide for additional information on the courses.

The college credit received may be transferable to other colleges and universities. However, neither MPTC nor SMSA can guarantee the transfer of credits to other institutions. The student must contact the admissions office at those institutions to verify their credit transfer policies. The Counseling Office is able to assist you with this process.

Eligibility:

Sophomores through seniors are eligible to take the courses offered. Students must be at least 16 at the time of enrollment and be in Good Standing.

Some courses may require a prerequisite. See course description for any additional requirements.

Cost of Dual Credit Program:

Student cost for MPTC courses is waived by MPTC. Student textbooks are provided by SMSA for student use



EARLY COLLEGE CREDIT PROGRAM (ECCP)

Wisconsin's Early College Credit Program (ECCP) was developed for students to complete college courses at ECCP-accepted campuses. For SMSA students, this includes UW Oshkosh/Fond du Lac, MPTC, and Marian University.

Who may enroll:

Junior and senior students may enroll in courses that are offered at the UW-Oshkosh Fond du Lac campus. Enrollment does not imply that SMSA will approve of paying all or part of the course's tuition. (see below for approval).

Eligibility:

To be eligible for acceptance into the ECCP program, students must complete all of the following:

1. Be in, and maintain, Good Standing;
2. Be eligible under the individual college standards for eligibility. This may include providing transcripts that confirm prerequisite courses and/or campus placement test;

What courses are offered:

Students may enroll in any course for which they qualify through the UW placement test or successfully completing prior/prerequisite courses. Students must coordinate with the SMSA Counselor prior to enrollment to ensure that the course can fit into the student's schedule if the course is to be completed during the school day.

NOTE: Students who wish to enroll in ECCP courses must first be able to demonstrate that their schedule will allow for the student to complete all required courses, and be enrolled in at least 4 courses at SMSA during the time in which the student is also enrolled in ECCP courses.

Courses approved for tuition payment through SMSA:

Students may enroll in any college course through ECCP. SMSA will agree to approve courses that are extensions of curricula offered at SMSA in English, World languages, science, math, and/or social studies. Depending on the circumstances noted below, these courses will be approved for dual credit (high school and college credit) or postsecondary only credit.

The Counselor will arrange the student's schedule to accommodate the course, to include commute time. If the course cannot fit into the student's schedule, SMSA will not approve of the course. If courses are approved by SMSA, SMSA will also reimburse the family for required textbooks and resources.

Approved dual high school and college credit courses:

1. Students who exhaust SMSA curriculum in world languages and/or math prior to achieving four high school credits in that content.
2. Students who, through no fault of their own, cannot fit a required high school course into their schedule. If the student qualifies for the college course, this will replace the high school required course that could not be taken.
3. Courses that are approved for dual credit will be added onto the high school transcript for credit purposes and will be included into the student's high school GPA using the grades provided by the organization.

Approved post-secondary credit courses:

1. Students who have exhausted SMSA curricula in English, Social Studies, Science, fine or practical arts may be approved to enroll in an ECCP college course for postsecondary credit only.
2. Students must first complete or be on track to be enrolled in all required courses for graduation at SMSA.
3. Courses that are approved for postsecondary credit only will not be added onto the high school transcript or included in the student's high school GPA.



4. The SMSA Counselor will attempt to rearrange the student's schedule to accommodate the college course. If the course cannot fit into the student's schedule, SMSA will not approve of the course.

Course not approved for tuition purposes:

Students may enroll in any college course they choose through ECCP. If the course does not fall into one of the approved courses, or is a course identical to one offered through SMSA, SMSA will not pay for any tuition, add the completed course onto the high school transcript or include it into the student's GPA. If possible, the high school Counselor will rearrange the student's schedule to accommodate the course.

Student Responsibilities:

1. Notify SMSA Counselor of intent to apply prior to the below deadlines
2. Through SMSA Counselor, arrange for placement test at campus if applicable
3. Complete ECCP Program Partnership Form: ECCCP Form at UW Help
4. Complete UW System, Marian University application: <https://apply.wisconsin.edu/>
5. Sign and uphold the SMSA Off Campus Agreement. This includes, but is not limited to, remaining in Good Standing with the school and attending all required student activities, masses and retreats.
6. If the ECCP course concludes early, the SMSA student will be assigned to study hall during previous ECCP class time.

Deadlines:

| | Summer | Fall | Spring |
|--|---------|---------|--------|
| Student Deadline to submit ECCP form to SMSA | March 1 | March 1 | Oct 1 |
| SMSA will approve or deny the ECCP request | May 15 | May 15 | Nov 15 |
| ECCP form and documentation due to UW Fond du Lac | June 1 | June 1 | Dec 1 |

Tuition Responsibilities:

The ECCP tuition is 50% of the university tuition. The 2022-2023 tuition is \$100/credit. The following is the percentage breakdown depending on whether the high school approves the course for dual credit or postsecondary only.

| Approval of Course | School District | State | Student |
|--|-----------------|-------|---------|
| High school/dual credit | 75% | 25% | 0% |
| Postsecondary only | 25% | 50% | 25% |
| Non-approval (high school special tuition rate) | 0% | 0% | 100% |

SMSA will pay the entire amount up front. If the family has a contribution, that amount will be added to the family's tuition account.

If SMSA does not approve of the course, the student's family is responsible for the entire tuition amount.



3.2 APPENDIX B - ADVANCED PLACEMENT (AP) COURSES

St. Mary's Springs Academy offers the following Advanced Placement (AP) courses for 2022-2023:

- 283 AP BIOLOGY
- 591 AP CALCULUS
- 880 AP LITERATURE
- 961 AP US HISTORY

For more information on AP courses and college credits that are accepted from the AP exam, please visit <https://apstudent.collegeboard.org/exploreap>

Advanced Placement courses taught at SMSA are subject to staff AP certification and availability. All AP courses at SMSA shall have a multiplier applied for Semester Exams/projects...with multiplier weight TBD by administration.

Who may enroll/eligibility:

Juniors and seniors who have completed the prerequisites for the course may enroll as an AP student.

AP Exam & Cost:

AP exams in all content areas are usually scheduled for May by the College Board. The cost to take the AP exam is approximately \$90 (subject to change by the College Board). Students who are enrolled in the Federal Free and Reduced Lunch Program will have a cost reduction to \$62.

This AP exam cost must be paid in November of the school year in which the AP exam will be administered (i.e. November 2022 for AP exams to be taken in May 2023). The SMSA AP coordinator will notify parents of the due date.

AP at Fond du Lac High School:

Students who wish to complete additional AP courses not offered at SMSA may enroll in Fond du Lac High School AP courses on a space available basis. Students who desire to enroll in Fond du Lac HS AP courses must meet the following requirements:

- Notify SMSA Counselor by April 15 of the year prior to enrollment. The counselor will work with students and Fond du Lac High School Counselor to determine which courses are available.
- The student must be in Good Standing at the time of enrollment, and will remain in Good Standing during enrollment.
- The student and parent will sign a School Agreement with specific requirements for acceptance and retention in an off-site program.

Due to logistical and scheduling complexities, it may not be feasible or possible to enroll in these offerings. The principal must approve any course taken for credit at another institution and reserves the right to deny SMSA student registration in Fond du Lac High School courses. Fond du Lac H.S. will notify SMSA in August of final AP availability for SMSA students.



3.3 APPENDIX C : FOUR-YEAR PLAN – SAMPLES

SAMPLE 1: The following sample schedule represents one example of a college preparatory plan (for a member of the Class of 2023 and 2024).

| CORE SUBJECT AREA | Req'd Credits | FRESHMEN | SOPHOMORE | JUNIOR | SENIOR |
|---|--|--|--|---|--|
| Theology | 4 | Catholicism Sacraments | Old Testament New Testament | Christian Anthology Morality | Peace and Justice/ Christian Lifestyles |
| English | 4 | Fresh. English | Soph. English | Jr. English | AP English |
| Social Studies | 3 | World History | US History | Amer. Government/ | Social Studies elective ** |
| Science | 3 | Biology | Chemistry | Physics | AP Biology |
| Math | 3 | Algebra I | Geometry | Algebra II | Pre-Calculus (math elective) ** |
| Phys Ed | 1.0 | | PE 100 (0.5 cr.) | PE Elective (0.5 cr.); | |
| Health Must be taken once in 9th. | 0.5* | Health | | | |
| Fine Arts or Practical Arts *At least 0.5 cr. must be in Fine Arts. The other 0.5 can be in Fine Arts or Business Education | 1.0 * | Basic Design (0.5 cr.) * Choir | Arts elective (0.5 cr.) ** Business elective (0.5 cr.) ** | Business elective (0.5 cr.) ** Personal Finance | Arts elective (0.5 cr.) ** Business elective (0.5 cr.) ** |
| Electives ** includes World Language, and additional credits from the above subject areas. | 6.0 ** | Spanish I or German I | Spanish II or German II | Spanish III or German III | Spanish IV or German IV |
| Electives ** includes additional credits from all the above subject areas. | | Study Hall 1-semester | | Study Hall 1-semester/ Economics | CAPP Statistics |
| CREDITS EARNED | 25.5 REQUIRED for Class of '23 & '24 | 7.5 | 8.0 | 8.0 | 8.0 |
| CREDITS REMAINING | | 18.0 | 10.0 | 2.0 | +6.0 |



SAMPLE 2: The following sample schedule represents one example of a college preparatory plan.
(for a member of the Class of 2025 and 2026).

| CORE SUBJECT AREA | Required Credits | FRESHMEN | SOPHOMORE | JUNIOR | SENIOR |
|---|---|--|---------------------------------|------------------------------|------------------------------------|
| Theology | 4 | Catholicism/ Sacraments | Old Testament/ New Testament | Church History/ Morality | Social Justice/ World Religions |
| English | 4 | Fresh. English | Soph. English | Jr. English | British Lit. 1/ Comp. Mythology |
| Social Studies | 3 | World History | US History | American Government/ | Military Science/ Psychology |
| Science | 3 | Biology | Physical Science | Chemistry | |
| Math | 3 | Algebra 1 | Geometry | Algebra 2 | AMC |
| Phys Ed | 1.0 | | PE 100 (0.5 cr.) | PE Elective (0.5 cr.) | |
| Health *Must be taken once in 9th or 10th or 11th grade | 0.5* | Health | | | Choir I/ Choir II |
| World Languages German or Spanish | 1.0 * starting with Class of 2025 | | German 1 or Spanish 1 | | |
| Fine Arts or Business Education *At least 0.5 cr. must be in Fine Arts. The other 0.5 can be in Fine Arts or Business Education. | 1.0 * starting with Class of 2025 | Basic Design/ Choir | | Choir I/ Personal Finance | Ceramics/ Drawing |
| Electives ** includes additional credits from the above subject areas. | 5.0 ** (6.0 starting with Class of 2025 | Algebra 1 Concepts | Band I/ | Band I/ Band II | Band I/ Band II |
| Electives ** includes additional credits from the above subject areas. | | Study Hall 1-semester | Painting/ Sculpture | Study Hall I/ Choir II | Youth Apprenticeship |
| REQUIRED CREDITS / EARNED | 26.5 REQUIRED for Class '25 & '26 | 8 Periods of a school day filled | | | |



3.4 APPENDIX D: FOUR-YEAR PLAN – WORKSHEET

The following BLANK worksheet can be used to plan/map courses for each year.

| CORE SUBJECT AREA | Required Credits | FRESHMEN | SOPHOMORE | JUNIOR | SENIOR |
|--|--|------------------------------------|---|-------------------------------------|--|
| Theology | 4 | <i>Catholicism/ Sacraments</i> | <i>Old Testament/ New Testament</i> | <i>Church History/ Morality</i> | <i>Social Justice/ World Religions</i> |
| English | 4 | <i>Fresh. English</i> | <i>Soph. English</i> | <i>Jr. English</i> | <i>Sr English</i> |
| Social Studies | 3 | <i>World History</i> | <i>US History</i> | <i>American Government/</i> | |
| Science *Can take science senior year instead of sophomore year. | 3 | <i>Biology</i> | <i>*Science</i> | <i>Science</i> | |
| Math | 3 | <i>Fr Math</i> | <i>So Math</i> | <i>Jr Math</i> | |
| Phys Ed | 1.0 | | <i>PE 100 (0.5 cr.)</i> | <i>PE Elective (0.5 cr.)</i> | |
| Health *Must be taken once in 9th or 10th or 11th grade | 0.5* | | | | |
| World Languages | 1.0 * REQ starts with Class of 2025 | | | | |
| Fine Arts or Business Education *At least 0.5 cr. must be in Fine Arts. The other 0.5 can be in Fine Arts or Business Education. | 1.0 | | | | |
| Electives ** includes additional credits from the above subject areas. | 5.0 ** (6.0 starting with Class of 2025) | | | | |
| REQUIRED CREDITS / | 25.5 REQ for '23 & '24 26.5 REQ for '25 '25 & '26 | | | | |

