

Program of Studies

High School 2022-2023

Department of Instruction

Maureen G. Bur
Director of Secondary Instruction

Grosse Pointe Public School System

20601 Morningside Dr,
Grosse Pointe Woods MI 48236

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CONTACT INFORMATION

Board of Education

| | |
|---------------------|----------------|
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| David Brumbaugh | Trustee |
| Ahmed Ismail | Trustee |
| Lisa Papas | Trustee |

Central Office Administration

| | | |
|--------------------|--|----------------|
| Dr. M. Jon Dean | Superintendent | (313) 432-3010 |
| Amanda Matheson | Deputy Superintendent - Business Operations | (313) 432-3080 |
| Dr. Roy Bishop Jr. | Deputy Superintendent - Educational Services and Labor Relations | (313) 432-3020 |
| Keith Howell | Director of Elementary Instruction | (313) 432-3044 |
| Maureen Bur | Director of Secondary Instruction | (313) 432-3042 |
| Stefanie Hayes | Director of Student Services | (313) 432-3851 |

High School Administration

Grosse Pointe North High School

707 Vernier
Grosse Pointe Woods, MI 48236
Phone: (313) 432-3200

| | |
|-------------------|---------------------|
| Kate Murray | Principal |
| Michelle Davis | Assistant Principal |
| Catherine Vernier | Assistant Principal |
| Geoffrey Young | Assistant Principal |

Grosse Pointe South High School

11 Grosse Pointe Blvd.
Grosse Pointe Farms, MI 48236
Phone: 432-4500

| | |
|-------------------|---------------------|
| Moussa Hamka | Principal |
| Brandon Wheeler | Assistant Principal |
| Cynthia Parravano | Assistant Principal |
| Joseph Spryszak | Assistant Principal |

Department Chairs

Art

| | | |
|-----------------|--|-----------------|
| Michael Lamb | LambM@gpschools.org | 5-12 North End |
| Tom Szmrecsanyi | SzmrecT@gpschools.org | 5-12 South End |
| Natalie Zoufal | ZoufalN@gpschools.org | K-4 Dept. Chair |
| Erin Maday | MadayE@gpschools.org | K-4 Dept. Chair |

Business & Industrial Technology

TBD

Counselors

| | | |
|--------------------------|--|-------|
| Jennifer Sherman | ShermaJ@gpschools.org | North |
| Jill Davenport | Davenpj@gpschools.org | North |
| Andrew Callery | Callera@gpschools.org | North |
| Brian White | WhiteB@gpschools.org | North |
| Kimberly Deptula | Deptulk@gpschools.org | North |
| Elizabeth Walsh-Sahutske | WalshsE@gpschools.org | South |
| Eric Burson | Bursone@gpschools.org | South |
| Nicholas Bernbeck | Bernben@gpschools.org | South |
| Troy Glasser | Glasset@gpschools.org | South |
| Ashley Hester | Hestera@gpschools.org | South |

English

| | | |
|----------------|--|-------|
| Kristin Alles | Alles@gpschools.org | North |
| Jonathan Byrne | Byrnej@gpschools.org | North |
| Danielle Peck | PeckD@gpschools.org | South |

Library

| | | |
|---------------|--|------------------|
| Amanda Pata | PataA@gpschools.org | K-12 North/South |
| Sherry Martin | MartinS@gpschools.org | K-12 North/South |

Family and Consumer Science

| | | |
|------------------|--|-----------|
| Andrea Gruenwald | GruenwA@gpschools.org | North End |
| Patti O'Hare | OHareP@gpschools.org | South End |

Mathematics

| | | |
|-------------------|--|-------|
| Lauren Nixon | Nixonl@gpschools.org | North |
| Eric Vanston | Vanstoe@gpschools.org | North |
| Elizabeth Bornoty | Boronte@gpschools.org | South |
| Kristie Philliben | Phillik@gpschools.org | South |

Performing Arts

| | | |
|---------------|--|-----------|
| Carolyn Gross | GrossC@gpschools.org | North End |
| James Gross | GrossJ@gpschools.org | South End |

Physical Education

| | | |
|--------------|--|-------------------|
| Gina Francis | FranciG@gpschools.org | North & South End |
|--------------|--|-------------------|

Science

| | | |
|--------------------|--|-------|
| Elizabeth Michaels | michaee@gpschools.org | North |
| Jessica Wiesler | wieselj@gpschools.org | South |

Social Studies

| | | |
|--------------|--|-------|
| Dan Gilleran | Gillerd@gpschools.org | North |
| Peter Palen | Palenp@gpschools.org | South |

World Language

| | | |
|------------------------|--|-------|
| Jennifer Spears | SpearsJ@gpschools.org | North |
| Tamara Shepard | SheparT@gpschools.org | North |
| Cindy Morefield-Pinder | MorefiC@gpschools.org | South |
| Scott Peltier | Pelties@gpschools.org | South |

POLICIES

Non-Discrimination

The Grosse Pointe Public Schools System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Director of Student Services

20090 Morningside

Grosse Pointe Woods, MI 48236

Phone: 313-432-3851

Email: hayess@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the Deputy Superintendent for Educational Services at:

Deputy Superintendent for Educational Services

707 Morningside Drive

Grosse Pointe Woods, MI 48236

(313) 432-3017

Program Access

The Grosse Pointe School System is dedicated to providing educational programs that maximize students' opportunities for academic growth. Middle and high school counselors work with students to assist them in making course selections that are appropriately challenging and meet their individual needs.

The superintendent has directed that the high schools work cooperatively to maintain a schedule of comprehensive course offerings at both high schools. Low enrollment in a particular course may cause cancellation of that course at one or both high schools. In that case, if the course is offered at only one school, or when it is not possible to arrange a student's schedule to take a course, the student may take the course at the other campus. When students elect to take a course at the other campus, the administration will make every attempt to offer the courses at the beginning or end of the day. However, transportation remains a parental responsibility. It may be necessary to adjust the starting time for first-hour high school classes if the class includes students from the other high school. The adjusted starting time ensures adequate time for safe travel between buildings. Parents will be notified as soon as possible if the starting time is adjusted.

Semesterisation of Credit and Grades

Credit for all classes is posted on student's transcripts at the end of each semester. Students receive .5 credits and a final grade at the end of each semester. This applies both to year-long and semester courses. For instance, a student taking American Legal System (a semester course) will receive .5 credits after successfully completing the course. A student taking U.S. History (a year-long course) will have .5 credits and a final semester grade posted to his/her transcript in January and .5 more credits and a second semester grade posted to his/her transcript in June. In determining the semester grade, each quarterly marking period counts as 40%,

and the end-of-semester assessment/exam counts as 20% of the final semester grade. The two semester grades for a year long course both appear on the student's transcript and are both used in calculating the student's cumulative grade point average. Students in year-long courses are generally assigned the same teacher for the entire year, most often in the same class period.

Auditing a Class

With the written permission of the school principal, a student may audit a class rather than earn credit for it. The audited class fulfills the student's requirement to attempt 60 hours. However, no grade is assigned for an audited class, and no credit is earned. An audited class is shown on the student's transcript as AUDIT.

A request for permission to audit a class must be submitted to the school principal in writing in advance of the class. The principal will grant permission if the class is an appropriate placement for the student and there is room in the class. To receive permission to audit, the student must agree to maintain good attendance, observe all class rules, keep up with assigned work, and take all class tests. If a student does not meet these requirements in a reasonable fashion, he or she is subject to immediate loss of the audit privilege for this class.

Improvement of a Grade

If a student re-takes a high school course, the new grade, if higher, replaces the previous grade as long as the student has not passed a course higher in sequence since first taking the course. The replacement grade becomes the grade of record for the transcript and is used in computing the student's grade point average.

Although the majority of courses offered in the High School Program of Studies will take place exactly as described, parents and students should be aware that modifications may have to be made due to circumstances of enrollment, teacher availability, changes in state or local graduation requirements, or modifications in scheduling. From time to time, changes are made in policies and requirements after approval of the Program of Studies. Key changes are publicized to students and parents via newsletters, the district website, news releases and direct mail.

In addition, changes must sometimes be made in a student's schedule after it has been issued in order to balance class size across sections. This may involve (a) assigning a student to a different existing class section with a reduced class size; or, (b) assigning a student to a newly created class section with a reduced class size. These assignments are made to equalize class size and therefore usually result in placing the students in a class with a lower teacher/student ratio than existed in the section from which the student was transferred. Balancing adjustments will consider the disruption to a student's overall schedule and will only be carried out in those instances where the disruption to the overall schedule is minimized.

Certain courses may be taken out of sequence or grade level with Department Chair and Counselor approvals.

On-line Courses

Approval of Credit for Select Online Courses for Students

Provision of credit for select online courses is intended to provide students with the flexibility and individualization that online credit opportunities can offer while incorporating criteria that ensure quality and consistency.

Students may enroll in either university or high school credit courses under the following regulations:

University Courses for Students with Dual Enrollment Eligibility: Under the current dual enrollment policies and regulations of the district, the district will allow credit for online courses that are offered for regular credit under programs by accredited universities or colleges and would be accepted for credit by their

own instructional programs. Students should apply for permission to enroll in such online courses using the normal dual enrollment procedures of the district. (See your student's counselor for the procedure.) Some district payment will be available.

University Courses without Dual Enrollment Eligibility: Students who are not yet eligible for dual enrollment can apply for credit for online courses that are offered for regular credit under programs by accredited universities or colleges and would be accepted for credit by their own instructional programs. The district will not pay for the cost of classes taken under these regulations. The student must obtain permission to take the course during the semester prior to enrollment in the class.

High School Credit Courses or Courses that Don't Carry University Accreditation: Students may also take courses that are not from an accredited university or college or for courses which would not normally carry credit for the institution's regular programs at their own expense. For such courses, the procedure would be as follows:

- The student must be enrolled in a full 6 credit schedule during the regular school year in addition to the proposed online course. There is no minimum requirement for enrollment if the course is taken through summer school.
- When possible, the student must obtain permission to take the course during the semester prior to enrollment in the class.
- In order to obtain permission, the student must submit a full syllabus of the course to the Department of Curriculum, Assessment and Instruction. This will be evaluated by district staff to ensure that it is comparable in standards and quality to courses of a similar nature offered within the district.
- The district may set a fee to cover the costs of the testing proctor or mentor and administration of the course enrollments.
- The district will monitor final assessments and/or projects in the courses unless it is satisfied with and provided prior approval for the oversights and controls that the sponsoring institution has put in place.

Under all the options above:

- Students are allowed to work on their online courses during school time and using district computers under the revised acceptable use policies.
- Pass/fail grading options may be exercised under existing regulations.
- A student may receive a maximum of 2 course credits for online courses during each school year or 2 course credits per semester with prior counselor approval. (This limit does not include credits taken during summer school.)
- Credit earned upon receipt of an official transcript shall be placed on the student's GPPSS transcript.

Test-Out and Test for Credit Provisions

The Michigan Department of Education has set guidelines for testing out and testing for credit.

The Grosse Pointe Public School System has aligned our Board Policy and Administrative Guidelines to the MDE's guidelines. For test-out and test for credit procedures, click on the following link:

<http://go.boarddocs.com/mi/gpps/Board.nsf/goto?open&id=B6VPZN5FAAE0>

Test Out and Test for Credit Provisions

Michigan law provides for "test out" and "test for credit" options as part of the Michigan Merit Curriculum. Students who apply for test out or test for credit must meet district timelines and requirements associated with these assessments. These opportunities apply only to courses that can be used for credit under the Michigan Merit Curriculum guidelines. Test out and test for credit assessments will be administered at times

designated by the school administration and published in the Student Handbook. Arrangements to attempt test out or test for credit shall be made through the counseling office.

Testing Out (while NOT enrolled in the course)

When not enrolled in a course a student may apply to test out of the course. Credit will be granted if the student attains a grade of not less than C+ on the final exam in the course, or if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, or other established means. Successful completion of a test out will result in the student earning credit, but not a grade, on his/her transcript.

Test for Credit (while enrolled in the course)

When enrolled in the course a student may apply to test for credit. Credit will be granted on a pass or fail basis if the student attains a grade of not less than C+ on an exam or series of exams used for assessment which the district has determined measure a student's proficiency in meeting the Michigan Merit course/content expectations. Successful completion of a test for credit will result in the student earning credit, but not a grade, on his/her transcript. The test for credit assessment may or may not be the final exam for a course, as determined on a course by course basis by the relevant department.

A student may test out or test for credit a maximum of one time for each Michigan Merit Curriculum course.

Dual Enrollment

Under Section 21b of the State School Aid Act and Public Act 160 of 1991, a student in grades 9 - 12 may attend his or her high school and also concurrently enroll in a public or private Michigan postsecondary institution if the student has taken all High School Michigan Merit Exams prior to applying for Dual Enrollment (ACT, PSAT, MME, SAT, COMPASS, ACCUPLACER). Dual enrollment postsecondary study is limited to academic or career and technical preparation courses and does not include courses about a hobby, craft, or physical education. Students will be eligible to enroll in courses in content areas for which there is no endorsement (i.e., computer science, foreign language, psychology, etc.) as long as they have taken all of the MME high school tests. Credit for dual enrollment may apply toward graduation requirements. The state legislation provides for limited reimbursement (based on the state portion of the district's annual foundation allowance) to eligible students to cover prorated tuition, course fees, material fees and registration fees, but not books, transportation, parking fees or activity fees. Interested students should apply to the school principal or designee.

Students who meet the criteria and elect dual enrollment may, in consultation with parents and counselors, make decisions about how the course will appear on their transcripts (i.e. grade or pass/fail) and whether it will count for graduation credit and/or the fulfillment of a high school requirement.

Annual Parent Notification

State law now requires The Grosse Pointe Public School System to send the Michigan Department of Education, online, personally identifiable information about each of our students including name, address, telephone number, date of birth, grade level, teachers (K-3), attendance record, and certain disciplinary records.

The Michigan Department of Education has compiled this information into a single state data base in order to better evaluate and audit state and/or federally funded programs, enforce federal regulations, and measure public school performance. To protect privacy, the Department may not disclose confidential student information to other persons except for strictly approved research purposes.

Annual Notification of Parent and Student Rights Related to School Records

In accordance with the provisions of the Family and Educational Privacy Rights Act of 1974, eligible persons, i.e. students eighteen years of age or older or the parents or guardians of students under the age of eighteen, have the right to examine the official records of the school district which are directly related to that student. Specifically, this Act mandates the following: 1) The right to have no records released to non-eligible agencies, institutions, or persons without prior consent.

The right to be informed of the release of records to all eligible agencies, institutions or persons.

The right to challenge, at any time, the accuracy and fairness of student records.

The right of due process in matters related to student records.

Information concerning these rights is available in the Student Records Policy (Policy 8330) and accompanying GPPSS Administrative Regulations.

Annual Notification of the Family and Educational Privacy Rights Act

In accordance with the provisions of the Family and Educational Privacy Rights Act of 1974, The Grosse Pointe Public School System is required to give public notice of the type of information related to students that it considers “directory information” and thus available to the general public. Directory information includes the following data about the student: name, address, telephone number, picture, parent or guardian, date and place of birth, major field of study, weight, height, participation in and eligibility for officially recognized activities and sports, dates of attendance or grade placement, honors and awards received, and the most recent educational agency or school attended by the student. It is also possible that photographs or videotape of students may be broadcast or released to newspapers, web sites, and other media sources in connection with school activities, awards, and honors. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. If students or parents do not want to have directory information, photographs, or videotaped pictures made available to the public, with the exception of random group pictures such as at a sporting event from which it would be difficult to exclude specific pictures, they may have the directory information and photographs excluded by sending a notice to the Department of Support Services, The Grosse Pointe Public School System, 389 St. Clair, Grosse Pointe, MI 48230.

Research Skills

The high school library program is focused on developing methods to ensure that all students learn and maintain information seeking skills they will need as they move on to institutions of higher learning. Literacy skills provide learning experiences that direct students to lifetime practices of reading for pleasure as well as for information. The high school library curriculum stresses the importance of using quality sources from print, databases, and the Internet to best prepare students for high school and post-secondary success in research. Time is spent understanding copyright and plagiarism issues. Media Specialists work in concert with teachers to support the curriculum thus benefiting the students by teaching MLA citation in integrating 2.0 technologies with their lessons.

President's Council University Admission Requirements

The President's Council of the State Universities of Michigan recommends that students add a minimum of 2 years of foreign language in addition to the Michigan Merit Curriculum. The Grosse Pointe Schools graduation requirement incorporates the Michigan Merit Curriculum. Individual universities have their own recommendations and guidelines, which can usually be found on their websites. Parents and students are encouraged to seek out information early in the student's education from universities, which may be of particular interest to them.

NCAA Initial - Eligibility Clearinghouse

There are specific course requirements for students who are considering participating in intercollegiate athletics (Division I or II) at a college or university. Students for whom this may be an option should consult with their counselor **each year** and obtain the list of NCAA approved courses for their school. It is very important that students alert their counselors of their interest and complete all the steps necessary to ensure their eligibility.

Students who may choose to participate in NCAA sports while in college should go to the NCAA website and register with the NCAA Eligibility Clearinghouse online at:
<https://web3.ncaa.org/ecwr3/>

Students interested in playing college interscholastic athletics are encouraged to consult the website no later than the end of their junior year and register with NCAA after completing their junior year.

Advanced Placement International Diploma: Information for Students and Parents

The College Board, sponsor of the Advanced Placement examinations, offers an Advanced Placement International Diploma that students may obtain by meeting certain standards.

The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP exams across several disciplines and is recognized by many universities worldwide. (A list is available on the AP website at <https://apcentral.collegeboard.org/about-ap/awards/international-diploma>). To earn an APID, students must earn grades of three or higher on at least five AP exams in three of the following categories: Languages, Mathematics, Science, History, Social Sciences, Global Perspectives, and Arts. More detailed information can be found at the website noted above.

The APID is available to students attending secondary schools outside the United States and to U.S. residency students applying to universities outside the country. At the current time, to earn an APID, a student attending school within the United States must indicate on at least one AP exam answer sheet that the results should be sent to a university outside the United States. The student is not required to actually attend or apply to the university – just to submit scores.

Students may already qualify or be close to qualifying for the AP International Diploma by meeting the requirements and arranging to have their scores sent to a university outside the country.

Graduation Requirements and Related Rules

Candidates for graduation must have earned a minimum of 21 units of approved credit and have been in a Grosse Pointe High School for at least the senior year. Special problems may be resolved by agreement between the Grosse Pointe principal and the principal of a student's previous school. Limited English proficient students should expect an additional year of study in order to complete all graduation requirements. Some modifications to the state requirements are allowed (indicated by an asterisk) under Personal Curriculum Plans. The Grosse Pointe Schools graduation requirements incorporate the full Michigan Merit Curriculum

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| English | 4 |
| <ul style="list-style-type: none"> ▶ Freshman English ▶ American Literature and Composition <ul style="list-style-type: none"> Juniors – Either: ○ Power of Language ○ AP Language and Composition | 1 1 1 (A student may fulfill this requirement with another English credit after their Counselor has determined that an alternate English credit is in the students' best interest <u>and</u> it is approved by both the Principal and English Department Chair). |
| ▶ Electives | 1 |
| Mathematics | 4* |
| <ul style="list-style-type: none"> ▶ Algebra I ▶ Geometry ▶ Algebra II ▶ Math or math related credit in senior year | 1 1 1 .5 (If 3.5 credits or more have been earned prior to senior year) 1 (If less than 3.5 credits have been earned prior to senior year) |
| Science | 3 |
| <ul style="list-style-type: none"> ▶ Biology ▶ Chemistry or Physics ▶ One additional science (see page 75 in POS for recommendation) | 1 1 1 |
| Social Studies | 3* |
| <ul style="list-style-type: none"> ▶ Government and Economics ▶ U.S. History and Geography ▶ World History and Geography | 1 (See Program of Studies for listing of courses and course combinations) 1 1 |
| World Languages | 2 (Must be same language series - i.e. Spanish I and Spanish II) |
| Health Education | .5* |
| Physical Education | 1* |
| Computers/Technology | .5 (Computer class or competency demonstration) |
| Visual, Performing, or Applied Arts | 1* |

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| *Personal Curriculum Plan | <p>In accordance with State law, a plan developed by the parent(s), high school counselor, Principal or designee and agreed to by the parent(s) and superintendent or designee. It allows the following modifications:</p> <ul style="list-style-type: none"> ► Math may be modified to .5 credit Algebra II, Statistics, or Functions and Data Analysis. Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years or 1.5 credits over 1.5 years, without requesting a personal curriculum. ► Social Studies may be modified only after completing 2 credits including Government and Economics. The student may then complete the requirement with 1 additional credit of English, Math, Science, or World Languages. ► Health and Physical Education may be modified if the student completes 1 additional credit of English, Math, Science, or World Languages. ► Visual, Performing, or Applied Arts may be modified if the student completes 1 additional credit of English, Math, Science, or World Languages. ► World Language no modification except for students with an IEP and transfer students who have completed 2 years of high school. |
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Required courses identified above may be satisfied by designated, traditional, honors, college preparatory, essentials, or advanced placement versions of these courses.

Visual, Performing, and Applied Arts Requirements

Applied Arts: an inclusive term that refers to the application of design and aesthetics to the artistic/creative process and resulting in products of function and everyday use, such as ones that could be created through the Industrial Technology programs.

Performing Arts: a broad category that includes dance, music, and theatre, recognizing that each of these encompasses a wide variety of forms and sub-disciplines.

Visual Arts: a broad category that includes the creation of two and three-dimensional works which are primarily visual in nature.

Qualifying Courses

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| 3-D Design: Metals I, II, III, IV | Choir – Concert (PILOT) | Innovative Creation (iCreate) (PILOT) |
| 3-D Design: Sculpture I, II, III, IV | Choir – Advanced Mixed | Interior Design |
| Actor’s Workshop | Choir – Advanced Women | Jazz Lab |
| *Advanced Journalism I, II, III | Choir – Beginning SA, TB | Marketing I, II, III |
| Advertising | Choir – Intermediate Mixed | Music Theory I, II, III, IVAP |
| AP Studio Art: Drawing | Computer Graphics I, II, III, IV, V, VI* | Music Through Technology I, II, III* |
| AP Studio Art: 2-D Design | Concert Band | Piano I |
| Computer Graphics | Concert Orchestra | Photography I, II* |
| AP Studio Art: 2-D Design | Drawing and Painting I, II, III, IV | Small Business Entrepreneurship |
| Photography | *Engineering Graphics I, II, III, IV | Sports and Entertainment Marketing |
| AP Studio Art: 3-D Design | Fashion Design I, II, III, IV | Symphony Band |
| *Architecture I, II, III | Figurative Arts I, II, III, IV | Symphony Orchestra |
| Art & Design I, II | Foods and Pastries | TV Production I, II*, III, IV, V, VI |
| Art for Juniors and Seniors | Global Foods | Yearbook Journalism (NORTH) |
| Art History | Culinary Arts | Wind Ensemble (PILOT) |
| The Art of Pastry and Dessert Preparation | Advanced Culinary Arts | |
| Aspects of Acting | Innovative Design (iDesign) (PILOT) | |
| Ceramics I, II, III, IV, V, VI | | |

Math Related Courses

Qualifying Courses

Accounting I, II, III
Honors Accounting I, II
* AP Macroeconomics
*Honors Physics
* AP Microeconomics
Independent Living with Personal Finance I, II
* AP Physics
*Physics
Finance and Investing

* Asterisked courses may be eligible to fulfill more than one graduation requirement (i.e. Honors Physics may fulfil both a Mathematics and a Science requirement), but the student may only earn one credit.

It is recommended that each student participate in either an Advanced Placement, Dual Enrollment, Career and Technical class or other post-secondary experience before graduating

Computer Competency Requirement

The district requires that students demonstrate competency with basic computer skills before entering high school. Middle School students are given a test, which assesses basic skills with word processing, spreadsheets, e-mail, and online research. Those who do not demonstrate competency in each of these areas are given additional opportunities to learn these skills while in middle school through after school tutorials and/or summer school. Middle school students are given multiple opportunities to pass this computer competency test.

Qualify Courses:

Advanced Journalism I, II, III
Advanced Programming, I, II
AP Advanced Programming III
AP Computer Science A (PILOT)
AP Computer Science Principles (PILOT)
Architecture I, II, III
Beginning Programming
Business Computer Technologies I, II
Computer Graphics I, II, III, IV, V, VI*
Cybersecurity I, II (PILOT)

Advanced Cybersecurity (PILOT)
Engineering Graphics I, II, III, IV
Innovative Technology (iTech) (PILOT)
Music Through Technology I, II, III*
Photography I, II*
STEM: Bots, Coding and Apps (PILOT)
Survey of CAD (Computer Aided Drafting)
Television Production II
Yearbook Journalism* (NORTH)

* Asterisked courses may be eligible to fulfill more than one graduation requirement (i.e. Honors Physics may fulfil both a Mathematics and a Science requirement), but the student may only earn one credit.

NOTE: Additional courses may be certified after the publication of the Program of Studies and students should check with their counselors for additional information.

Weighted Grading for Advanced Placement Courses

Grades and courses, which have the designation of Advanced Placement in their titles and follow the particular course content specified by the Educational Testing Service, are weighted with a multiplier of 1.1 in determining student grade point. For the weighting to become permanent and apply to the final grade the student must take the AP exam. No courses other than AP courses have weighted grades. Courses with a weighted grade include:

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| AP Advanced Programming III | AP Microeconomics |
| AP Biology | AP Music Theory IV |
| AP Calculus AB | AP Physics |
| AP Calculus BC | AP Psychology |
| AP Chemistry | AP Spanish V |
| AP Computer Science A (PILOT) | AP Statistics (PILOT) |
| AP Computer Science Principles (PILOT) | AP Studio Art: 2-D Design Computer Graphics |
| AP English: Language and Composition | AP Studio Art: 2-D Design Photography |
| AP English: Literature and Composition | AP Studio Art: 3-D Design |
| AP Environmental Science | AP Studio Art: Drawing |
| AP European History | AP U.S. Government and Politics |
| AP French V | AP U.S. History and Geography |
| AP German IV | |
| AP Italian IV | |
| AP Macroeconomics | |

Multiple Credits

Certain courses may be eligible for multiple credits over successive years including, but not limited to, the following:

| | |
|---|-------------|
| Advanced Journalism | Orchestra |
| The Art of Pastry and Dessert Preparation | Team Sports |
| Band | |
| Choir | |

Early Completion of High School

Students who wish to complete four years of high school in less than four years MUST APPLY TO THE PRINCIPAL NO LATER THAN THE FIRST SEMESTER OF THEIR THIRD YEAR, so that a program is designed for early high school completion, that is in the student's best interest. Approval of the principal is required. An official diploma will not be issued or graduation ceremonies held until June.

Class Ranking Status

Class ranking is not reported by the Grosse Pointe Public School System.

Graduation with Honors or Highest Honors

Academic scholars are recognized at commencement ceremonies or other programs as members of the Academic Hall of Fame for graduating with a cumulative GPA of 4.0 or higher.

Seniors with a cumulative grade point average (GPA) of 3.0 through 3.49 as of the end of the first semester of their Senior Year will receive a diploma with a seal affixed which reads, "Honors".

Seniors with a cumulative grade point average of 3.5 and above at the end of the first semester will receive a diploma with a seal affixed which reads, "Highest Honors."

A final determination of qualification for an honors diploma will be made at the end of the senior year. Any student who qualifies for an honors diploma on the basis of completion of the senior year may request such a designation after graduation from the high school administration.

Enrollment and Grade Level Status

Course enrollment requirement for all students in grades 9, 10, 11, and 12, except as noted, is a minimum of 6 credits. Exception: Seniors enrolled in a co-op program may take 5 credits. At the end of each year, a student's transcript must show evidence of a minimum of 6 credits attempted.

At the end of the school year, credits earned determine the grade level classification for the beginning of the next school year.

| Grade Classification | Credits Earned |
|----------------------|--------------------------------------|
| 10 | At least 4 credits have been earned |
| 11 | At least 9 credits have been earned |
| 12 | At least 15 credits have been earned |

Courses Specific to North or South High School

COURSES LISTED BELOW ARE OPEN TO STUDENTS AT BOTH SCHOOLS

| NORTH | | SOUTH | |
|----------|---|----------|---------------------------------------|
| Course # | Course Name | Course # | Course Name |
| 172 | Yearbook Journalism | 110 | Reading and Writing Through Athletics |
| 493 | Applied Medical Research with Clinical Investigations | 216 | Latin I |
| 611 | Honors Accounting, I, II | 217 | Latin II |
| | | 250 | Latin III |
| | | 252 | Latin IV |
| | | 486 | Geology |
| | | 487 | Investigations in Medicine |
| | | 852 | Small Engine Repair |
| | | 861 | Engineering Graphics I |
| | | 862 | Engineering Graphics II |
| | | 866 | Engineering Graphics IV |
| | | 867 | Architecture I |
| | | 869 | Architecture II |
| | | 880 | Architecture III |

Summer School Opportunities

Due to budgetary constraints and an effort to maximize our resources, the district no longer offers 9th thru 12th grade summer school sessions for course credit in Grosse Pointe. Instead, GPPSS partners with St. Clair Shores Adult and Community Education to provide opportunities for our high school students to earn credit through their 2022 summer programming. Information with the specific 2022 Summer School sessions will be updated via the Grosse Pointe Public School System website in March 2022

CAREER PATHWAYS

The courses that students choose in high school build the foundation for career and college decision making. Career Pathways encourage students to explore careers, identify a possible direction, or pathway, to create opportunities for the future. If students discover that a particular pathway is not what they wanted, they are encouraged to explore other opportunities or pathways. High school is a good time to begin the process of career exploration so that as students reach graduation, they will be more prepared.

With the assistance of our counseling staff, students will be generating an Educational Development Plan (EDP). This EDP will serve as a guide as students plan their four years in high school as well as college and/or occupations and careers after high school graduation.

The following pages provide information on the six Career Pathways. Students and parents should review these Pathways before generating the Educational Development Plan (EDP). Students can also use these ideas to revise or change their direction. You can find out more information about the six pathways by visiting www.careercruising.com.

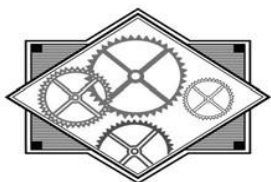
Arts and Communication



Business, Management, Marketing and Technology



Engineering/Manufacturing and Industrial Technology



Health Sciences



Human Services



Natural Resources and Agriscience



Arts and Communication Pathway

The Arts and Communication Pathway refers to Career fields and programs of study that are related to:

- Visual Arts
- Media Arts
- Literary Arts
- Performing Arts
- Humanities



Arts and Communication is a broad field and includes programs such as: Creative writing, film production, journalism, education, radio and television, broadcasting, advertising and public relations.

Is this Pathway for me?

People who are successful in Arts and Communication occupations possess some of the following traits: •
Work well with people

- Can work alone
- Have artistic and creative abilities
- Enjoy using computers and technology
- Are often imaginative and entrepreneurial
- Have effective communication skills
- Want to be part of a team
- Take on a leadership role on projects
- Have good hand/eye coordination

What Careers are in the Arts and Communication Pathway?

| High School Diploma | Associate Degree | Bachelor's Degree & Above | 4 years or more of study |
|---------------------|-----------------------|---------------------------|-----------------------------|
| Floral Designer | Artist | Actor | Animator |
| Hair Stylist | Graphic Design | Advertising | Game Designer |
| Cosmetologist | Commercial Artist | Commercial Artist | Fashion Designer |
| Sign Painter | Fashion Merchandising | Journalist | Art/Creative Designer |
| | Photographer | Photographer | Product/Industrial Designer |
| | Jeweler | Musician/Composer | Architect |
| | Digital Video Tech. | TV Production Director | Art Educator |



Arts and Communication Pathway

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|----------------|--------|----------------|--------|----------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | 1/2 | | | | |

RECOMMENDED: 4 years of arts; 2-4 years of Foreign Language

Graduation requirements also include: .5 credit in Computers, 1 credit in the Arts (combination of Fine and Practical Arts)

POSSIBLE ELECTIVES:

Grade 9

Acting
Art History
Choir
Art & Design
Debate

Instrumental Music

Journalism

Music Technology

Music Theory
Photography
TV Production

Grade 10

Acting
Art History
Advertising
Art & Design
Choir

Computer Graphics

Debate

Drawing /Painting

Instrumental Music
Journalism
Music Technology
Music Theory
Photography
TV Production

Grade 11

Acting
Art History
Art for Juniors and Seniors
Advertising
AP Studio Art: Drawing

AP Studio Art: 2-D Design
Photography
AP Studio Art: 3-D Design

AP Studio Art: 2-D Design Computer Graphics
Art & Design
Career Technical Programs
Choir
Computer Graphics
Drawing /Painting
Instrumental Music
Journalism
Music Technology
Music Theory
Photography
TV Production

Grade 12

Acting
Art History
Art for Juniors and Seniors
AP Studio Art: Drawing
AP Studio Art: 2-D Design
Photography
AP Studio Art: 3-D Design

AP Studio Art: 2-D Design
Computer Graphics
Art & Design

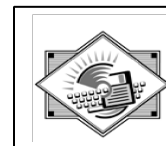
Career Technical Programs
Choir
Computer Graphics
Drawing /Painting
Instrumental Music
Journalism
Music Technology
Music Theory
Photography

Business, Management, Marketing and Technology

What is the Business, Management, Marketing and Technology Pathway?

The Business and Management, Marketing and Technology Pathway refers to career fields and programs of study that are related to the business environment and includes fields such as:

- Sales and Marketing
- Economics
- Finance
- Hospitality and Tourism
- Computer Information Systems
- Administration and Management



Is this Pathway for me?

- People who are successful in Business, Management, Marketing and Technology occupations possess some of the following traits:
- Work well with people
- Are well organized and able to meet deadlines
- Enjoy using computers and technology
- Can convince others to follow their lead
- Enjoy work that is detailed
- Work well under pressure
- Have effective communication skills
- Want to be part of a team
- Have effective decision-making skills
- Enjoy competition

What Careers are in the Business, Management, Marketing and Technology Pathway?

Sample careers in the Business, Management, Marketing and Technology Pathway include:

High School Diploma

Bank Teller
Bookkeeper
Computer Support Tech.
Food Service
Insurance Agent
Retail Sales
Secretary
Travel Agent

Associates Degree (2 years of study)

Administrative Assistant
Building Manager
Chef
Court Reporter
Estimator
Financial Management
Hotel Management
Medical Transcriptionist

Bachelor's Degree (4 years of study)

Account Manager
Accountant
Actuary
Budget Analyst
Market Researcher
Public Relations
Stock Broker
Systems Analyst

Business Management, Marketing and Technology Pathway

Typical four-year plan

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|----------------|--------|----------------|--------|----------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | ½ | | | | |

RECOMMENDED: 2-4 years of Foreign Language

Graduation requirements also include: .5 credit in Computers and 1 credit in the Arts.

Possible electives include:

Grade 9

Business
Explorations

Economics
Business Computer
Technologies
Journalism
Marketing
TV Production

Grade 10

Accounting

Advertising
Business Explorations
Business Law
Commercial Design
Computer Graphics
Economics
Business Computer
Technologies
Journalism
Marketing
Small Business
Entrepreneurship
Sports and
Entertainment
Marketing
TV Production
Yearbook Journalism

Grade 11

Accounting

Advertising
Business Finance
Business Law
Career Technical Programs
Commercial Design
Computer Graphics
Computer Programming
Economics
Business Computer
Technologies
Journalism
Marketing
Small Business
Entrepreneurship
Sports and Entertainment
Marketing
TV Production
Yearbook Journalism

Grade 12

Accounting

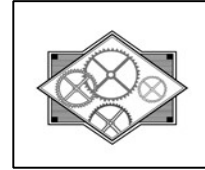
Advertising
Business Finance
Business Law
Business Management
Career Technical Programs
Commercial Design
Computer Graphics
Computer Programming
Cooperative Education
Economics
Business Computer
Technologies
Journalism
Marketing
Small Business
Entrepreneurship
Sports and Entertainment
Marketing
TV Production
Yearbook Journalism

Engineering/Manufacturing and Industrial Technology

What is the Engineering/Manufacturing and Industrial Technology Pathway?

Careers in this pathway are related to technologies necessary to design, install, and maintain physical systems and includes such fields as:

- Architecture
- Manufacturing and Technology
- Drafting
- Mechanics and Repair
- Engineering
- Production and Construction



Is this Pathway for me?

- People who are successful in Engineering and Industrial Occupations
- Think and solve problems in a logical manner
- Have good hand/eye coordination
- Enjoy work that is detailed
- Possess the art of persuasion
- Like to take things apart and put them together
- Are good at math and science
- Are curious about the way things work
- Can follow detailed diagrams

What Careers are in the Engineering/Manufacturing, Industrial Technology Pathway?

Sample careers in the Engineering/Manufacturing, Industrial Technology Pathway include:

High School Diploma

Auto Body Technician
Carpenter
Climate Control Mechanic
Computer Repair Technician

Machine Tool Setter
Roofer

Robot Technician
Welder

Associate's Degree (2 years of study)

Auto Mechanic
Chemical Technician
Computer-Aided Designer
Construction Inspector

HVAC Technician
Industrial Electronics Technician

Manufacturers' Representative
Pipe Fitter and Plumber
Surveyor Technician

Bachelor's Degree and Above (4 years or more of study)

Architect
Automotive Engineer
Chemical Engineer
Computer Systems Analyst
Computer Programmer
Construction Management
Industrial Engineer
Mechanical Engineer
Surveyor

Engineering/Manufacturing and Industrial Technology Pathway

Typical four year plan

| Grade 9 | | Grade 10 | | Grade 11 Typical | | Grade 12 | |
|----------------|--------|----------------|--------|------------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | ½ | | | | |

POSSIBLE ELECTIVES:

Grade 9

Architecture
Business Explorations
Computer Programming
Engineering Graphics
Small Engine Repair

Grade 10

Accounting
Architecture
Business Explorations
Computer Graphics
Computer Programming
Cybersecurity
Engineering Graphics
Small Engine Repair
STEM: Bots, Coding & Apps

Grade 11

Accounting
Architecture
Business Law
Computer Graphics
Computer Programming
Cybersecurity
Engineering Graphics
Small Engine Repair
STEM: Bots, Coding & Apps
Survey of CAD

Grade 12

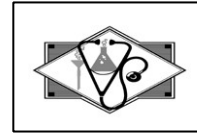
Accounting
Architecture
Business Law
Computer Graphics
Computer Programming
Cybersecurity
Dual Enrollment
Engineering Graphics
Small Engine Repair
STEM: Bots, Coding & Apps
Survey of CAD
Trade and Industry Co-op

Health Sciences

What is the Health Sciences Pathway?

The Health Sciences Pathways refers to career fields and programs of study that are related to the promotion of health, as well as the treatment of injuries, conditions and diseases. It includes occupational fields such as:

- Medicine
- Dentistry
- Rehabilitation
- Fitness
- Nursing
- Nutrition
- Therapy
- Hygiene



Is this the Pathway for me?

- People who are successful in Health Sciences occupations possess some of the following traits:
- Work well with and enjoy helping people
- Are well organized and keep accurate records
- Work reasonably well under stress and crisis
- Like being given responsibility
- Are willing to learn and use new technology
- Have an interest in how the human body works
- Enjoy and do well in science and math classes
- Like working with their hands
- Understand and follow directions well
- Have effective decision-making skills

What Careers are in the Health Sciences Pathway?

Sample careers in the Health Sciences Pathway include:

| High-School Diploma | Associate's Degree (2 years of study) | Bachelor's Degree and Above (4 years or more of study) |
|--------------------------|--|---|
| Clinical Assistant | Emergency Medical Technician | Chemist |
| Dental Assistant | Industrial Hygiene | Chiropractor |
| Dietary Aide | Licensed Practical Nurse | Dentist |
| Home Health Aide | Medical Technician | Nursing |
| Medical Office Assistant | Pharmacy Technician | Pharmacist |
| Nurse's Aide | Occupational Therapist Assistant | Physical Therapist |
| Orderly | Surgical Technician | Physician |
| | Veterinary Assistant | Veterinarian |



Health Sciences Pathway

Typical four-year plan

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|----------------|--------|----------------|--------|----------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | 1/2 | | | | |

Possible Electives:

Grade 9

Foods and Pastries

Grade 10

Child Care Services

Child Development and Parenting
Culinary Arts

Foods and Pastries
Photography

Grade 11

Career Technical Programs

Child Care Services

Child Development and Parenting
Culinary Arts

Foods and Pastries
Independent Living with Personal Finance
Microbiology
Psychology
Sociology

Grade 12

Applied Medical Research with Clinical Investigations

Career Technical Programs

Child Care Services

Child Development and Parenting

Culinary Arts
Culinary Arts Co-op

Dual Enrollment

Foods and Pastries

Independent Living with Personal Finance

Medical Aides Co-op

Microbiology

Physiology

Psychology

Sociology

Human Services

What is the Human Services Pathway?

The Human Services and Public Administration Pathway refers to career fields and programs of study that are related to economic systems, political systems, social services, and personal services. This is a broad field and includes programs such as:

- Education
- Law & Legal Studies
- Law Enforcement
- Child/Family Services
- Mental Health
- Religion



Is this Pathway for me?

People who are successful in the Human Services occupations possess some of the following traits:

- Enjoy helping people
- Work well in groups or teams
- Value the ability to make a difference with their work
- Possess good speaking and presentation skills
- Enjoy learning about the way people behave
- Enjoy speaking out for a cause
- Work reasonably well under pressure
- Enjoy solving problems
- Follow directions well
- Have effective decision-making skills

What Careers are in the Human Services Pathway?

Sample careers in the Human Services Pathway include:

High School Diploma

Beauty Consultant
Child Care worker
Corrections officer
Flight Attendant
Sign Painter
Food Service
Mental Health Aide
Recreational/ Support Service

Associate's Degree

(2 years of study)

Civil Service
Cosmetologist Management
Crime Laboratory Technician
Culinary Arts/Hospitality
Law Enforcement
Legal Assistant
Building Manager

Bachelor's Degree and Above

(4 years or more of study)

Anthropologist
Counselor
Criminal Justice
Lawyer
Lobbyist
Psychologist
Social Worker
Teacher

Human Services Pathway

Typical four-year plan

| Grade 9 | | Grade 10 | | Grade 11 Typical | | Grade 12 | |
|----------------|--------|----------------|--------|------------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | 1/2 | | | | |

Recommended: 2-4 years of Foreign Language

Graduation requirements also include: ½ credit in Computers and 1 credit in the Arts.

POSSIBLE ELECTIVES:

Grade 9

Art
Figurative Arts
Foods and Pastries
Global Foods
TV Production

Grade 10

Anthropology
Art
Child Development
Culinary Arts
Computer Graphics
Figurative Arts
Foods and Pastries
Global Foods
Interior Design
Psychology
TV Production

Grade 11

American Legal Systems
Art
Business Law
Career Technical Programs
Child Development
Culinary Arts
Computer Graphics
Economics
Figurative Arts
Foods and Pastries
Global Foods
History
Interior Design
Psychology
Sociology
Sports/Entertainment
Marketing
TV Production

Grade 12

American Legal Systems
Art
Business Law
Career Technical Programs
Child Development
Culinary Arts
Computer Graphics
Cooperative Education
Economics
Figurative Arts
Foods and Pastries
Global Foods
History
Interior Design
Psychology
Sociology

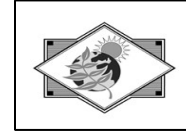
Sports/Entertainment
Marketing
TV Production

Natural Resources and Agriscience

What are the Natural Resources and Agriscience Pathway?

The Natural Resources Pathways refers to career fields and programs of study that are related to the environment and natural resources and includes fields such as:

- Agriculture
- Earth Science
- Environmental Science
- Fisheries Management
- Forestry
- Horticulture
- Wildlife Management



Is this Pathway for me?

- People who are successful in Natural Resources occupations possess some of the following traits:
- Work well on their own or with a few people
- Like to study things and figure out how they work
- Like discovering how things grow and thrive
- Enjoy working outdoors and in nature
- Are willing to learn and use new technology
- Enjoy and do well in science and math classes
- Like working with their hands
- Enjoy physical activity

What Careers are in the Natural Resources and Agriscience Pathway?

Sample careers in the Natural Resources and Agriscience Pathway include:

High School Diploma

Animal Caretaker
Greenhouse/Nursery
Assistant
Landscape
Parks & Recreation Assistant

Associate Degree

(2 years of study)

Conservation Officer
Farm Manager
Golf course Management
Landscape Design Assistant
Nursery Worker

Bachelor's Degree and Above

(4 years or more of study)

Agricultural Engineer
Agricultural Extension agent
Archaeologist
Botanist
Horticulturist
Landscape Architect
Meteorologist

Natural Resources and Agriscience Pathway

Typical four-year plan

| Grade 9 | | Grade 10 | | Grade 11 Typical | | Grade 12 | |
|----------------|--------|----------------|--------|------------------|--------|----------------|--------|
| Course | Credit | Course | Credit | Course | Credit | Course | Credit |
| English | 1 | English | 1 | English | 1 | English | 1 |
| Mathematics | 1 | Mathematics | 1 | Mathematics | 1 | Mathematics | 1 |
| Science | 1 | Science | 1 | Science | 1 | Science | 1 |
| Social Studies | 1 | Social Studies | 1 | Social Studies | 1 | Social Studies | 1 |
| PE | 1 | Health | 1/2 | | | | |

Recommended: 2-4 years of Foreign Language

Graduation requirements also include: ½ credit in Computers and 1 credit in the Arts.

Possible Electives:

Grade 9

Art
Business Explorations

Computer Programming
Engineering Graphics
Foods and Pastries
Global Foods
Small Engine Repair

Grade 10

Accounting
Art

Anthropology
Astronomy
Business Explorations
Computer Programming
Environmental Science
Photography

Grade 11

Accounting
AP Environmental Science

Art
Anthropology
Astronomy
Business Explorations
Business Law
Business Management
Environmental Science
Geology
Microbiology
Photography

Grade 12

Accounting
AP Environmental Science
Art
Anthropology
Astronomy
Business Explorations
Business Law
Business Management
Cooperative Education
Environmental Science
Geology
Microbiology
Photography

ART & DESIGN

ART & DESIGN I

Prerequisite for Art & Design II, Ceramics, 3-D Design: Metals, 3-D Design: Sculpture, Drawing ,Painting, and Figurative Arts

ART & DESIGN II

ART FOR JUNIORS AND SENIORS

No pre-requisite required. Only open to students in their Junior and Senior years.

ART HISTORY

Art History

3-D DESIGN: METALS

3-D Design: Metals I, II, III, IV
AP Studio Art: 3-D Design

3-D DESIGN: SCULPTURE

AP Studio Art: 3-D Design
3-D design: Sculpture I, II , III,IV

CERAMICS

Ceramics I, II, III, IV, V, VI
AP Studio Art: 3-D Design

COMPUTER GRAPHICS

Computer Graphics I, II, III, IV, V, VI
AP studio-Art and Design Computer Graphics

DRAWING AND PAINTING

Drawing and Painting I, II, III, IV
AP Drawing

FIGURATIVE ARTS

Figurative Arts I, II, III, IV
AP Studio Art: Drawing

PHOTOGRAPHY

Photography I, II
AP Studio Art: 2-D Design Photography

700-ART HISTORY

Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

While this semester course is designed for all students, it is particularly valuable for college-bound students. The course provides an overview of art from ancient to modern times. The survey explores the fields of painting, sculpture, architecture, and decorative arts as visible expressions of the eras that produced them. The course is lecture and discussion oriented, but also includes hands-on studio experiences. Field trips and visiting artists are scheduled when possible. Students will perform, present, respond, connect, create, and analyze in in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Instructional support material includes Discovering Art History, Davis Publications (1997), and a variety of teacher-created activities.

701-ART & DESIGN I**Visual, Performing and Applied Art Credit****GRADE 9-12****.5 CREDIT****701 B ART & DESIGN Prerequisite: Art & Design I****Visual, Performing and Applied Art Credit****GRADE 9-1****.5 CREDIT**

This semester long course is intended for all students regardless of previous art experience. Art & Design I serves as a prerequisite, while also providing a survey of other courses offered. The essential components of good composition are stressed throughout the course, as are creative thinking, visual literacy and creative problem solving. Students may work in the areas of design, drawing, painting, ceramics, sculpture, mixed media, printmaking, fibers, and metals. Art history, criticism, and aesthetics are incorporated. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Materials are provided. This course can be taken multiple times, with new lessons each advancing semester. Only level I is required as a prerequisite for other Art Department courses.

704 - ART FOR JUNIORS AND SENIORS**Visual, Performing and Applied Art Credit****GRADE 11-12****.5 CREDIT**

This course is intended for juniors and seniors who would like to experience the latest art from around the world and also create new and interesting art themselves, whether they're an "I can't draw a straight line" person or an accomplished student artist. Students in this class will explore the current art world from the perspective of both consumer and creator of visual imagery. Because images are multiplying at an extreme rate in the digital, computer-driven society in which we live, understanding and using images to communicate is increasingly important. How do artists create? Where do they get their ideas? What methods do they use to make their art? Answers to these questions and more will be the basis for explorations in digital media, traditional media, and mixed media. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

705 - CERAMICS I**Prerequisite: Art and Design I****706 - CERAMICS II****Prerequisite: Ceramics I****707 - CERAMICS III****Prerequisite: Ceramics II****708 - CERAMICS IV****Prerequisite: Ceramics III****709 - CERAMICS V****Prerequisite: Ceramics IV****710 - CERAMICS VI****Prerequisite: Ceramics V**

GRADE 9-12 Visual, Performing and Applied Art Credit**.5 CREDIT**

This course is intended for all students of any skill level interested in art. Using various methods of construction, students create ceramic pieces such as covered jars, mugs, and bowls as well as non-functional wheel forms. Students will create ceramic sculpture in both animal and human forms, realistically and abstractly. Students learn to alter their work in ways reflective of their individual ideas and personality. Historically significant examples of ceramic artwork are viewed and discussed. Students will perform, present, respond, connect, create, and analyze in context in adherence with current state and national standards. Advanced students develop work suitable for portfolio preparation. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. A basic Ceramic tool kit is required.

711 – DRAWING and PAINTING I**Prerequisite: Art and Design I****712 – DRAWING and PAINTING II****Prerequisite: Drawing and Painting I****713 – DRAWING and PAINTING III****Prerequisite: Drawing and Painting II****714 – DRAWING and PAINTING IV****Prerequisite: Drawing and Painting III****GRADE 9-12 Visual performing and Applied Art Credit****.5 CREDIT**

Students work on two dimensional surfaces with a variety of drawing and painting materials, including pencil, charcoal, pastels, colored pencils, conte crayon, ink, mixed media, water colors, and acrylics. Drawing and Painting I will emphasize observation and drawing skills, but will also provide students with an opportunity for personal and creative statements.

In Drawing and Painting II, III and IV, students may select subjects and materials for their independent projects while developing a more personal approach in their art work. Students are encouraged to prepare portfolios of their best work for art school applications, scholarship applications, job interviews, and their personal collection. In AP Studio, drawing students develop both breadth of skill and depth of concept. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

715 – COMPUTER GRAPHICS I**Visual, Performing and Applied Art Credit****Career and Technical Education (CTE) Course (North Only)****GRADE 9-12****.5 CREDIT**

This semester long, project-based course is intended for all students interested in learning computer digital graphic software and creating artwork on computers in a lab setting. Computer literacy is helpful but not required. Raster and vector creation and manipulation is explored using the elements of art and principles of design. Creating and importing images via scanner, video camera or digital camera will be introduced. Assignments may include, but are not limited to digital drawing and painting, image manipulation, color and design, animation and 3D design. Work is produced using available software and technologies for exhibition and portfolio building. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect

in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

| | |
|---|--|
| 716 - COMPUTER GRAPHICS II | Prerequisite: Computer Graphics I |
| 717 - COMPUTER GRAPHICS III | Prerequisite: Computer Graphics II |
| 718 - COMPUTER GRAPHICS IV | Prerequisite: Computer Graphics III |
| 727 - COMPUTER GRAPHICS V | Prerequisite: Computer Graphics IV |
| 728 - COMPUTER GRAPHICS VI | Prerequisite: Computer Graphics V |
| CAREER and TECHNICAL EDUCATION (CTE) COURSE North Only | |

.5 CREDIT

These semester courses are intended to provide opportunities for advanced and independent self-directed work in computer graphics. Students are expected to be self-motivated in a laboratory setting while integrating knowledge and skills from previous levels. The upper level courses focus is highly individualized. Work is designed to meet individual needs and goals, often in collaboration with the student. Portfolio supplement and enhancement is created after evaluating the student's goals for the year. Projects may include, but are not limited to commercial work, photo manipulation, digital painting, animation and 3D digital manipulation. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

| | |
|-----------------------------------|---|
| 733-3-D DESIGN: METALS I | Prerequisite: Art and Design I |
| 734-3-D DESIGN: METALS II | Prerequisite: 3-D Design: Metals I |
| 735-3-D DESIGN: METALS III | Prerequisite: 3-D Design: Metals II |
| 736-3-D DESIGN: METALS IV | Prerequisite: 3-D Design: Metals III |

GRADE 9-12 Visual, Performing and Applied Art Credit

.5 CREDIT

This course is designed for all art students and is beneficial to those pursuing art and design as a career as it offers a strong foundation in 3-D Design. This is a good 3-D course for students who wish to explore metal design, learn basic metalworking techniques: sawing, filing, soldering, forming, shaping, and bending. Historically significant examples of metal artwork and contemporary 3-D design concepts are viewed and critical and aesthetic perspectives are discussed. Students work with copper, brass, and silver, as well as with wood and stone. Projects may include belt buckles, rings, pins, bowls, and boxes. In Design with Metals II, III, and IV, students have an opportunity to explore advanced metal techniques: lamination, lost wax casting, and constructed, carved, and forged forms. Students learn to reclaim precious metals by smelting. Sculptural forms are encouraged at this level as well as the more personalized items students may produce. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

737 - PHOTOGRAPHY I**Requirement: DSLR Camera is recommended****738 – PHOTOGRAPHY II****Prerequisite: Photography I****GRADE 10-11-12 Performing and Applied Art Credit****1 CREDIT**

Photography I students learn the basic skills necessary to operate both digital and film, single lens reflex camera, to develop film, and to print traditional black and white photographs. In addition to learning the technical skills necessary for photography, students will learn about the ways in which photography can be used as a means of creative expression. Assignments allow the student to explore a variety of equipment and materials in order to carry out their concepts. Students learn about the aesthetics of visual communication and how various photographers have used photography as a means of creativity and expression. Students may also explore digital manipulation through the use of design imaging software.

Photography II students learn advanced technical camera and darkroom procedures as they develop their personal styles; they also expand their knowledge from traditional photography concepts and techniques to advanced digital SLR camera use. Advanced studio lighting is also covered. Students are encouraged to work on photography portfolios that may be used for scholarship applications, photography/art school admissions, exhibitions, job applications, or personal sales. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

740 – FIGURATIVE ARTS I**Prerequisite: Art and Design I****741 – FIGURATIVE ARTS II****Prerequisite: Figurative Arts I****742 – FIGURATIVE ARTS III****Prerequisite: Figurative Arts II****743 – FIGURATIVE ARTS IV****Prerequisite: Figurative Arts III****Visual, Performing and Applied Art Credit****GRADE 9-12****.5 CREDIT**

Students in Figurative Arts will be able to draw the full figure, hands, and head using a variety of methods and materials. Students work directly from models who are often members of the class. Students are encouraged to learn realism and accuracy, but also to creatively interpret the figure to develop their own personal style, whether that be fashion figures, cartooning, animation, illustration, or even 3D clay sculpting. Students also learn how different artists have drawn the figure throughout various periods in art history. Students enrolled in Figurative Arts II, III, and IV have the opportunity to do advanced work in a wider variety of media and style.

Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

744– AP STUDIO ART: DRAWING

Prerequisite: Drawing and Painting II and Teacher and Department Chair Recommendation

Visual, Performing and Applied Art Credit

GRADE 12

1 CREDIT

This course is intended for students who have explored drawing and painting extensively. It should be taken in senior year. Advanced Placement Studio Art: Drawing is a college-level course which prepares students for the AP portfolio assessment offered each May. Successful performance on the portfolio assessment may result in college credit. Students strengthen their awareness of composition, mark-making, and the elements and principles of design while developing a well-rounded fine art portfolio. Students will explore multiple techniques and develop concept and style through a self directed personalized concentration. Students will also describe in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. They will also strive for professionalism and quality of product. The course will continue to build on the skills of visual communication through viewing, analyzing, and verbally explaining art during critiques and discussions. Students will explore works of historic and current professional artists. AP Studio Art: Drawing follows the guidelines established by the College Board. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

745 AP STUDIO ART:-2-D ART AND DESIGN COMPUTER GRAPHICS Prerequisite: **Computer Graphics I, II and III and Teacher and Department Chair Recommendation**

Visual, Performing and Applied Art Credit

GRADE 12

1 CREDIT

This course is intended for students who have explored design extensively. It should be taken in senior year. Advanced Placement Studio Art 2-D Art and Design Computer Graphics is a college-level course which prepares students for the AP portfolio assessment offered each May. Successful performance on the portfolio assessment may result in college credit. Students strengthen their awareness of the elements and principles of art and design while developing a well rounded portfolio that may include both traditional and digital examples of two-dimensional design. Students will explore multiple techniques and develop concept and style through a self-directed personalized concentration. Students will also describe in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. They will also strive for professionalism and quality of product. The course will continue to build on the skills of visual communication and design through viewing, analyzing, and verbally explaining commercial design art during critiques and discussions. Students will explore the work of historic and current professional artists. AP Studio Art: 2-D Art and Design Computer Graphics follows the guidelines established by the College Board. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Art Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

746 – AP STUDIO ART: 2-D DESIGN PHOTOGRAPHY

Prerequisite: Photography I and II and Teacher and Department Chair Recommendation

Requirement: Student must have access to a film and/or digital SLR camera

Visual, Performing and Applied Art Credit

GRADE 12

1 CREDIT

This course is intended for students who have explored Photography extensively. It should be taken in senior year. Advanced Placement Studio Art: 2-D Design Photography is a college-level course which prepares students for the AP portfolio assessment offered each May. Successful performance on the portfolio assessment may result in college credit. Students strengthen their awareness of the elements and principles of design while developing a well-rounded portfolio of their 2-D work in black and white film and in digital photography. Students will explore multiple techniques and develop concept and style through a self-directed personalized concentration. Students will also describe in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. They will also strive for professionalism and quality of product. The course will continue to build on the skills of visual communication through viewing, analyzing, and verbally explaining photographic art during critiques and discussions. Students will explore the photography of historic and current professional artists. AP Studio Art: 2-D Design Photography follows the guidelines established by the College Board. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Art Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art.

747 – AP STUDIO ART: 3-D DESIGN

Prerequisite: Ceramics, Metals, and/or Sculpture I and II, Teacher and Department Chair Recommendation

Visual, Performing and Applied Art Credit

GRADE 12

1 CREDIT

This course is intended for students who have explored 3-D visual art extensively. It should be taken in senior year. Advanced Placement Studio Art: 3-D Design is a college-level course which prepares students for the AP portfolio assessment offered each May. Successful performance on the portfolio assessment may result in college credit. Students strengthen their awareness of the elements and principles of design while developing a well-rounded portfolio of their 3D work. Students will explore multiple techniques and develop concept and style through a self-directed personalized concentration. Students will also describe in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions. They will also strive for professionalism and quality of product. The course will continue to build on the skills of visual communication through viewing, analyzing, and verbally explaining art during critiques and discussions. Students will explore the artworks of historic and current professional artists. AP Studio Art: 3-D Design follows the guidelines established by the College Board. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core

Art Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

749-3-D DESIGN: SCULPTURE I
750-3-D DESIGN: SCULPTURE II
756-3-D DESIGN: SCULPTURE III
758-3-D DESIGN: SCULPTURE IV

Prerequisite: Art and Design I
Prerequisite: 3-D Design: Sculpture I
Prerequisite: 3-D Design: Sculpture II
Prerequisite: 3-D Design: Sculpture III

Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

This course is for all art students with interest in 3-D Design and should be considered by those pursuing a career in the field of art and design. Students work in three-dimensional forms with materials such as paper, wood, plaster, clay, metal, stone and cement. Sculpture I students study the sculptural elements of space, form, movement, and surface texture. They explore the origin of materials as well as the relation of these materials to their new sculptural environment. Historically significant examples of sculpture and contemporary 3-D design concepts are viewed and critical and aesthetic perspectives are discussed. Sculpture II, III, and IV students work with more complicated techniques while increasing the scale and complexity of their ideas. Advanced students are encouraged to develop work for portfolio preparation. Students will perform, present, respond, connect, create, and analyze in context in adherence with Michigan Merit Standards and Benchmarks for Visual Art. They will create, present/produce, respond, and connect in adherence with National Core Arts Standards for Visual Art, providing them with skills for college, career, and a future that includes the enjoyment of art. Essential materials for this course will be provided.

BUSINESS AND TECHNOLOGY EDUCATION

| | |
|--|---|
| Marketing Courses Advertising Marketing I, II, III Small Business Entrepreneurship Sports & Entertainment | Computer Courses Business Technologies I, II |
| Business Administration Courses Business Explorations Business Law Business Management Business Computer Technologies I, II | Work Based Learning Courses Business Co-op Marketing Co-op |
| Finance Courses Accounting I, II, III Finance and Investing Honor Accounting I, II (North) | Technology Education Courses Architecture I, II, III (South) Engineering Graphics I, II, III, IV (South) Small Engine Repair (South) Survey of CAD (Computer Aided Drafting) (South) Trade and Industry Co-op |

BUSINESS/MARKETING COURSES

600 – BUSINESS EXPLORATIONS

Career and Technical Education (CTE) Course

GRADE 9-10

.5 CREDIT

Business Explorations is designed to introduce students to the world of business. This course will explore current trends, business challenges, and possible areas of future studies related to business. It examines all courses offered in Business Education providing students the opportunity to experience a variety of marketing and business careers. Students will be engaged in group projects using technology, classroom discussions, and activities related to professional career paths.

601 – SMALL BUSINESS ENTREPRENEURSHIP Visual, Performing and Applied Art Credit

601Q – SMALL BUSINESS ENTREPRENEURSHIP

Career and Technical Education (CTE) Course

GRADE 10-12

.5 CREDIT

Entrepreneurship is designed to take students step-by-step through the entire process of starting and running a business. Students will have the opportunity to begin a Virtual Business where they will be confronted with the realities of entrepreneurial challenges. Creating a business plan is covered extensively, and a business plan project is part of every unit. Students with business aspirations and career goals will benefit from the array of business topics addressed in Small Business. The final culminating project in this course will serve as a stepping stone to their future endeavors as an entrepreneur or in their chosen career in business.

607 - ACCOUNTING I

Math Related Credit Career and Technical Education (CTE) Course

GRADE 9-12

.5 CREDIT

Accounting I acquaint the student with introductory accounting principles. Upon successful completion, students are able to maintain a set of books and prepare essential financial reports for personal use or for a sole proprietorship. The learning goals are achieved through the completion of problems, automated business simulations, and computerized projects.

608 - ACCOUNTING II **Prerequisite: Accounting I and Recommendation of Accounting I Instructor**
Math Related Credit and Technical Education (CTE) Course
GRADE 9-12 **.5 CREDIT**

Accounting II expands upon the knowledge and skills acquired in Accounting I. Vocabulary and basic accounting principles are taught using a merchandising business organized as a partnership. Students will examine and prepare special journals, subsidiary ledgers, payroll records, and essential financial reports. The learning outcomes are achieved through the completion of problems, automated business simulations, and computerized projects.

609 - ACCOUNTING III **Prerequisite: Accounting II and Recommendation of Accounting II Instructor**
Math Related Credit
Career and Technical Education (CTE) Course

GRADE 10-12 **.5 CREDIT**

Accounting III is designed for students who plan a career in any field of business. This advanced course expands on topics introduced in Accounting I and II while adding new topics about corporation accounting. Areas of concentration are: departmentalized accounting, accounting for uncollectible accounts, notes payable and notes receivable, calculating and recording depreciation of assets, and acquiring capital and paying dividends for a corporation. Learning is accomplished through completion of problems, automated simulations, and computerized projects.

611 – HONORS ACCOUNTING I (NORTH) **Math Related Credit**
Career and Technical Education (CTE) Course

.5 CREDIT

Honors Accounting I is an innovative course reflective of the current state of the accounting profession. This course is highly recommended for any student planning to study business at the college level. Honors Accounting I includes financial statement analysis with a special emphasis on financial accounting. This course follows the standards outlined by the State of Michigan's Career and Technical education program for accounting.

611B - HONORS ACCOUNTING II (NORTH) **Math-Related Credit**
Career & Technical Education (CTE) Course

.5 CREDIT

Honors Accounting II is a follow-up course to Honors Accounting I, and completes the accounting experience as it relates to the current state of the accounting profession. This course is highly recommended for any student planning to study business at the college level and that has successfully completed Honors Accounting I. Honors Accounting II includes financial statement analysis with a special emphasis on managerial accounting. This course follows the standards outlined by the State of Michigan's Career and Technical Education program for accounting.

614– BUSINESS CO-OP

**Prerequisite: Prior or concurrent enrollment in a Business class
and approval of Co-op Coordinator**

GRADE 12**1 CREDIT**

Students have an opportunity to make money while earning high school credit by working an average of 15 hours per week in a business community. This experience allows students to hold a job, coinciding with the school day, as much as possible, as students are dismissed from school early in order to go to work. Business Co-op provides opportunities to work in a school approved environment compatible with students' career goals (i.e., attorney, physician, CPA, etc.). It also enables students who may be looking for full-time employment upon graduation to be trained during senior year for a specific job. The student trainee is required to submit materials/assignments summarizing his/her experience and knowledge of the company's operations and the Co-op experience. Employers submit quarterly evaluation reports on their trainees.

615 – MARKETING I**Visual, Performing and Applied Art Credit****615B – MARKETING I B****Career and Technical Education (CTE) Courses****GRADE 9-12****.5 CREDIT**

This course includes concepts involved in the flow of goods and/or services from producers to consumers with emphasis on economics and entrepreneurship. Students will learn marketing concepts through activities and projects related to economics, marketing, business fundamentals, communications, human relations, and mathematics. Students identify a career goal and develop basic employment and job interview skills necessary to secure a job in some phase of marketing. Successful completion entitles students to enroll in Marketing II and Marketing III and Marketing Co-op.

616– MARKETING II

**Prerequisite: Successful completion of a marketing course
(see first page of business section for course clarification) and approval of Business Dept. Chair**

616 Q- MARKETING II Q**Visual, Performing and Applied Art Credit****Career and Technical Education (CTE) Courses****GRADE 11-12****.5 CREDIT**

Students will expand their knowledge of marketing through the study of the marketing functions of selling, promotion, and distribution. Students will apply their knowledge of these functions in the completion of group and individual projects. The projects will include the preparation and presentation of a sales demonstration, promotional plan, and distribution analysis. Students will also explore career opportunities within these functions of marketing. Successful completion of the course entitles the student to enroll in Marketing III and Marketing Co-op. (Note: North students will run and operate the North School Store during their class period and complete coursework at home – this practice is known as “flipping the classroom”).

619 – BUSINESS LAW

GRADE 10-12

.5 CREDIT

This course is designed for those students interested in a career in business. This class directly challenges the student through the understanding of law terminology and interpretations of law, as it relates to the area of business. Some of the units covered will include: ethics, sales contracts, consumer protection, and employment law.

626 – MARKETING CO-OP

**Prerequisite: Prior or concurrent enrollment in a Business class
and approval of Co-op Coordinator**

GRADE 12

1 CREDIT

Students have an opportunity to earn money and high school credit by working an average of 15 hours per week in a business community. Students develop employment skills by performing tasks related to their career interest. The place of employment is considered a classroom and the employer evaluates the student's performance each marking period. The student trainee is required to submit materials/assignments summarizing his/her experience and knowledge of the company's operations and the co-op experience.

627– MARKETING III

**Prerequisite: Successful completion of Marketing II
and approval of Business Dept. Chair**

**Visual, Performing and Applied Art Credit
Career and Technical Education (CTE) Course**

GRADE 11-12

.5 CREDIT

This course continues the study of marketing with focus on the marketing functions of pricing, marketing information management, product planning, and risk management. Students will apply their knowledge of these functions of marketing in the completion of individual and group projects. The culminating project will be the creation and presentation of an entire marketing plan for a product that the student creates. (Note: North, students will run and operate the North School Store during their class period and complete coursework at home – this practice is known as “flipping the classroom”).

628 ADVERTISING

Visual, Performing and Applied Art Credit

628Q – ADVERTISING Q

Career and Technical Education (CTE) Course

GRADE 10-12

.5 CREDIT

This course is designed to explore the principle concepts of advertising. Through activities and projects, students will learn the steps involved in producing print, radio, and television advertisements. Students will also learn the effects advertising has on society and discuss the social and ethical responsibility of advertisers. Another goal of this class is to expose students to the roles and responsibilities of all those involved in the advertising process; including copywriters, art directors, producers, and directors. At the completion of this course, students will be able to produce an advertising campaign from conception to final production.

629 - SPORTS & ENTERTAINMENT MARKETING

GRADE 9-12

.5 Credit

629B – SPORTS & ENTERTAINMENT MARKETING B

GRADE 10-12

.5 Credit

629Q – SPORTS & ENTERTAINMENT MARKETING Q Visual, Performing and Applied Art Credit
Career and Technical Education (CTE) Courses

GRADE 11-12

.5 CREDIT

This course is designed to explore the concepts of Sports and Entertainment Marketing. Students will have the opportunity to operate a Virtual Business for the World of Sports. Through activities, projects, and presentations, students will learn the working of professional and amateur sports, the motion picture and music industry, and recreational marketing. Students will explore topics such as: the role of a sports agent, ethical images of the professional athlete, endorsements, sponsorships, legal aspects of the motion picture and music industry, travel and tourism, and the impact of theme parks on marketing.

643 - BUSINESS MANAGEMENT

Career and Technical Education (CTE) Course

GRADE 11-12

.5 CREDIT

This course integrates the fundamental concepts of business management and its ensuing responsibilities. Students who plan to study business in college or who hope to have a career in the corporate world are encouraged to enroll. Students will develop decision making, problem solving, and interpersonal communication skills as they work in teams to create original solutions to current global business issues. This course is organized to prepare students to assume the basic responsibilities in team building and leadership which will ensure success in college and in their future business career endeavors.

644- FINANCE AND INVESTING

Math Related Credit

Career and Technical Education (CTE) Course

Grade 11-/12

.5 CREDIT

Finance & Investing introduces students to the roles that finance, savings, credit, and investments play on business decision making. Students will apply mathematical concepts to analyze, calculate, and evaluate practical business applications in relationship to financial markets and business institutions. Students will expand their knowledge of business finance while developing practical mathematical skills used for business practices. This course is for any student interested in learning about the finance behind business, and follows the standards outlined by the State of Michigan's Career and Technical Education program for finance.

COMPUTER COURSES

612 – BUSINESS COMPUTER TECHNOLOGIES I

Career and Technical Education (CTE) Course

GRADE 9-12

.5 CREDIT

Business Computer Technologies I reinforces essential application skills such as word processing, desktop publishing, spreadsheets, database, email, and electronic presentation. This class provides students a unique opportunity to go beyond the basics as they apply creativity in problem solving, decision making, composition, and more. Students apply their skills to format documents similar to those they will prepare for classes in high school and college (i.e. reports, bibliographies, endnotes, resumes, cover letters, etc.). Students will be working with Microsoft Word, Excel, PowerPoint, Publisher, as well as the Internet. The students will create a portfolio representing all course content. Students will utilize the SAM (Skills Assessment Manager) software to prepare for real-world use of application software. Successful completion of this course will provide students with the opportunity to receive college credit at Macomb County Community College through an articulation program between GPPSS and MCCC.

For further details, please visit: <http://www.macomb.edu/NR/rdonlyres/6BEFF217-7704-41ED-AD31-C5D37245CBF0/0/ArticulationAgreementGrossePointeIT.pdf>

This course is for any student interested in getting a head-start in the workplace, and follows the standards outlined by the State of Michigan's Career and Technical Education program for business technology.

613 - BUSINESS COMPUTER TECHNOLOGIES II

**Prerequisite: Successful completion of Business
Computer Technologies I or Competency equivalent to Business
Computer Technologies I
Career and Technical Education (CTE) Course**

GRADE 9-12

.5 CREDIT

Business Computer Technologies II is a comprehensive course that concentrates on computer applications. This course is a self-paced learning atmosphere that explores more in-depth applications of Word, Excel, PowerPoint, Publisher, as well as incorporating the use of digital camera, web design, the internet, social networking, and much more. Students will face realistic workplace challenges with the use of simulated projects. The students will create a digital portfolio representing all course content. This course is for any student interested in broadening their appeal to potential employers by acquiring advanced business technology skills, and follows the standards outlined by the State of Michigan's Career and Technical Education program for business technology.

TECHNOLOGY EDUCATION COURSES

852 – SMALL ENGINE REPAIR (SOUTH)

GRADE 9-12

.5 CREDIT

This course provides a semester of experiences in theory, application, maintenance, and safe operation of a four-stroke cycle engine. As students disassemble and reassemble an engine, they learn about small engine construction. Preventive maintenance as well as trouble-shooting and repair is stressed. All systems (carburetion, lubrication, ignition, etc.) are covered in lectures, films, discussions, demonstrations, and hands-on experiences.

861– ENGINEERING GRAPHICS I

(SOUTH)

Visual, Performing and Applied Art Credit

GRADE 9-12

1 CREDIT

Engineering Graphics I is designed for students whose career interest may include design, engineering and manufacturing, or for those who want an interesting elective. Students will study the design process using a universal graphics language. Instruction will include use of drawing instruments, geometric construction, multi-view projection, and pictorial drawing. Students will learn our current CAD software. Hands-on problem solving activities, both individual and group, are included. 3D printing will be incorporated into some lessons.

862– ENGINEERING GRAPHICS II (SOUTH) Prerequisite: Engineering Graphics I

Visual, Performing and Applied Art Credit

GRADE 10-12

1 CREDIT

Engineering Graphics II is an advanced course in graphics communications using our current software. Students become acquainted with the surface representation of machine parts --their size, shape, and overall construction. Students work with problems related to sectioning, auxiliary views, fasteners, threads, detail, and assembly drawings. This class will provide preparation for future engineering studies. Hands-on problem solving activities, both individual and group, are included. 3D printing will be utilized for certain projects in this course.

865– ENGINEERING GRAPHICS III (SOUTH)

Prerequisite: Engineering Graphics I and II

866 - ENGINEERING GRAPHICS IV (SOUTH)

Prerequisite: Engineering Graphics I, II and III

Visual, Performing and Applied Art Credit

GRADE 11-12

1 CREDIT

For those students who are planning on a career in engineering or manufacturing, a third and fourth year of drafting is appropriate. Students will continue to use the most current versions of our software, as they go deeper into the field of Product Design. Students will build more complex designs, having multiple parts and linked assemblies. They will use current GDT (Geometric Dimensioning and Tolerancing) techniques. Students will learn the process of our CNC milling machine.

867– ARCHITECTURE I (SOUTH)

Visual, Performing and Applied Art Credit

GRADE 9-12**1 CREDIT**

This class will teach the fundamentals of residential construction. Working with Chief Architect, a commercial application used by numerous architects and designers, students will design one (1) 1-2 story house of approximately 2500 square feet each quarter after learning design principles. Students will learn what constitutes good design, and how local building codes affect the design. A full house plan will be completed 2nd through 4th quarters and will include pictorials, plot plans, floor plans, elevations, sections and details.

868 - SURVEY OF CAD (Computer Aided Drafting) (SOUTH)**(This course is NOT for students who have taken 861 or 867)****GRADE 9-12****.5 CREDIT**

Survey of CAD is a semester course which offers a brief introduction to the world of design. Students will learn to express design ideas using the universal language of lines, symbols, and numbers. The class will cover the basics of mechanical and architectural drafting using current CAD software. Students who might have an interest in career fields related to engineering and architecture should take this class. No prior knowledge of drafting or CAD is necessary.

869 – ARCHITECTURE II (SOUTH) Prerequisite: Architecture I**880 – ARCHITECTURE III (SOUTH) Prerequisite: Architecture II** Visual, Performing and Applied Art Credit**GRADE 10-12****1 CREDIT**

Students will work on a residential design of approximately 2500-3500 sq. ft. using increased CAD detail and terrain features of the software. As a culminating project in Architecture III, a model of the design will be built. In their third year, students will branch out into the light commercial area of architecture, and learn more about actual construction methods and materials.

876 – TRADE AND INDUSTRY CO-OP

Requirement: Students must complete one of the following courses prior to senior year to be eligible for this co-op program: Engineering Graphics, Small Engine Repair, Survey of CAD.

GRADE 12**1 CREDIT**

On-the-job experience helps students gain skills needed for entry into industrial occupations. Students learn how to react in a work situation and are introduced to job opportunities in the field. An employer, in cooperation with the teacher coordinator, provides a training station and accepts the responsibility for giving practical learning activities related to each student's stated career objectives. Typical occupations include drafting, woodworking, automotive, metals, pre-engineering, and electricity/electronics.

ENGLISH

Graduation requirements: Students must earn 4 or more credits in English. Of these 4 credits, 1 credit must be earned in Freshman English (Traditional or Honors), 1 credit must be earned in American Literature and Composition (Traditional or Honors) taken in grades 10, 11, or 12 and 1 credit in Power of Language or AP Language and Composition in the Junior year, and 1 credit must be earned in American Literature and Composition (Traditional or Honors) taken in grades 10, 11, or 12. The English Department strongly recommends that students distribute the 4 credits by earning 1 credit per year. Reading, writing, listening, speaking, and viewing are emphasized in all English courses.

CORE CURRICULUM OPTIONS

Students need to consider carefully all elements of their academic, co-curricular and extra-curricular activities with parents when making their course selections. Students and parents must consider the selection of Honors courses carefully, since movement from Honors to Traditional levels can only be made if a student's ability and potential do not match the demands of the Honors curriculum.

Support is offered through collaboration with the Learning Resource Center. Strengthening of reading and writing skills is offered through such classes as Reading Workshop (.5 credit), Expository Writing (.5 credit), Freshman English, and Freshman Assist. Students considering playing Division I or II college-level sports should carefully plan courses with their counselors to ensure eligibility.

Highly Challenging College Prep Program

| | | |
|--|-------------------|--|
| Freshman English Honors | 1 Credit Required | 9 th Grade |
| American Literature and Composition Honors | 1 Credit Required | 10 th Grade |
| AP Language & Composition | 1 Credit Required | 11 th -12 th Grade |

Challenging College Prep Program

| | | |
|--|-------------------|--|
| Freshman English (Traditional or Honors) | 1 Credit Required | 9 th Grade |
| American Literature and Composition | 1 Credit Required | 10 th Grade |
| Choice of ONE of the following: | | |
| AP Language and Composition | 1 credit | 11th-12th |
| Power of Language | 1 Credit | 11th |

Traditional College Prep Program

| | | |
|-------------------------------------|-------------------|------------------------------------|
| Freshman English | 1 credit | 9 th Grade |
| American Literature and Composition | 1 Credit Required | 10 th -12 th |
| Power of Language | 1 Credit Required | 11 th /12 th |

Additional optional Electives also available see list below

OPTIONAL ELECTIVE COURSES FOR COMPLETING 4 CREDIT GRADUATION REQUIREMENT

These courses are also available to any student who is taking the highly challenging *or* challenging sequence and has an interest in the following areas:

| | | |
|--|---|---|
| British Literature and Composition (1 credit) 10 th -12 th | Literature, Culture, and the Humanities (1 credit) 11 th -12 th | Literature, Culture, and the Humanities (1 credit) 11 th -12 th |
| Creative Writing (.5 credit) 9 th -12 th | | Mythology (.5 credit) 10 th -12 th |
| Debate (.5 credit) 9 th -12 th | | Pictorial Literature (.5 credit) 11 th -12 th |
| Explorations in Reading (.5 credit) 10 th -12 th | | Reading & Writing Through Athletics (.5 credit) 10-12 th (South) |
| Expository Writing (.5 credit) 10 th -12 th | | Shakespeare (.5 credit) 10 th -12 th |
| Film Literature (.5 credit) 10 th -12 th | | Speech (.5 credit) 10 th -12 th |
| Honors Journalism (1 credit) 9 th -12 th | | Theory of Learning (.5 credit) 11 th -12 th |
| Journalism (1 credit) 9 th -12 th | | |

Support is offered through collaboration with the Learning Resource Center. Strengthening of reading and writing skills is offered through such classes as Reading Workshop (.5 credit), Expository Writing (.5 credit), Freshman English, and Freshman Assist. Students considering playing Division I or II college-level sports should carefully plan courses with their counselors to ensure eligibility.

101 – FRESHMAN ENGLISH Prerequisite for other English Courses unless permission of Instructor is obtained

Required Course (or Freshman English Honors)

GRADE 9

1 CREDIT

This course emphasizes the refinement of the composition and reading skills learned in middle school. Students write logically developed essays with effective structure, transitions, unity, and clarity of expression. Students review the principles of grammar and usage as they revise the drafts of essays. Persuasive essays and formal research projects are required activities. Students experience multicultural perspectives in literature by reading from a variety of genres of fiction and literary non-fiction including short stories, novels, dramas, poetry, biography, essays, argumentation, and reference texts. Students explore the theme of the human search for self-understanding through reading, writing, speaking, listening, and viewing experiences. Students read *To Kill a Mockingbird* by Lee, *Romeo and Juliet* by Shakespeare, Students will read *The House on Mango Street* by Cisneros or students will read *Persepolis* by Satrapi.

103 – FRESHMAN ENGLISH HONORS

Required Course (or Freshman English)

GRADE 9

1 CREDIT

This course is intended for the talented and serious academic student who is willing to rise to the challenge of intense independent in-depth study of a variety of literary genres, and extensive instruction in a variety of composition modes. Class requirements include research, at-home reading (fiction and non-fiction), presentations, discussion, and several major investigations. Students will explore the theme of the search for self-understanding through multicultural perspectives in literature. Students may review the principles of grammar and usage as they revise the drafts of essays. Required reading includes *To Kill a Mockingbird* by Lee, *Macbeth* or *Romeo and Juliet* by Shakespeare, and one of the following: *House on Mango Street* by Cisneros, *Great Expectations* by Dickens, *Frankenstein* by Shelley, or *Persepolis* by Satrapi

105 – LITERATURE, CULTURE, AND THE HUMANITIES

GRADE 11-12

1 CREDIT

Literature, Culture, and the Humanities is the study of human culture as it developed in Western Europe and the United States. Sources for this study come from the fields of literature, philosophy, art, architecture, music, history, and religion. Through reading, writing, speaking, listening, and viewing experiences, students study foundational works of western culture as well as works that have developed as an outgrowth of that foundation. Required reading includes *The Iliad* by Homer, *Oedipus Rex* by Sophocles, and *a work* by Shakespeare.

106 – JOURNALISM

GRADE 9-12

1 CREDIT

Journalism builds communication skills and develops perception and discrimination in the use of mass media, newspapers, radio, television, and magazines. The course deals with the communication process, intelligent use of the mass media, and current research. The emphasis is on concise and precise writing of news, feature, and opinion articles, as well as oral presentation for broadcasting with an audience in mind. The text is *Scholastic Journalism*. Many pieces of work that appear in newspapers and magazines are also used.

107 - ADVANCED JOURNALISM I Prerequisite: Journalism; requires approval of teacher

108 - ADVANCED JOURNALISM II Prerequisite: Adv Journalism I; requires approval of teacher

109 ADVANCED JOURNALISM III Prerequisite: Adv Journalism II; requires approval of teacher, credits not counted toward graduation requirement in English

Visual, Performing and Applied Art Credit

GRADE 10-12

1 CREDIT

Advanced Journalism I, II, III are taught primarily through individual instruction; students serve as reporters and editors of the school newspaper. Each student assumes responsibility for production procedures such as planning assignments, selling advertising, editing copy, writing headlines, reading proofs, computer design, and laying out dummies.

110– READING AND WRITING THROUGH ATHLETICS (SOUTH)

GRADE 10-12

.5 CREDIT

This course is designed for those who have a passion for athletics. Through this passion, both historical and contemporary views of key issues and figures in the world of sports will be investigated. This course will demand rigorous argument writing and critical reading of multiple and varied texts.

111 - READING WORKSHOP**Requirement: Teacher recommendation****GRADE 10-11****.5 CREDIT**

Reading Workshop gives instruction in reading skills with emphasis on strategies for comprehension and study skills. Students work on locating main ideas, recalling important details, and determining sentence meaning. Students learn how to make inferences based upon text clues and how to decipher vocabulary based upon context clues. The course requires critical reading in authentic reading situations.

112 – EXPLORATIONS IN READING**GRADE 10-12****.5 CREDIT**

Students select readings from a variety of genres including prose fiction, non-fiction, biography, classic authors, short stories, essays, drama, mass media, history, best sellers, and others. The teacher approves the choices. Students read and complete written papers, analyses, and may generate brochures, oral reports and Power Point presentations. Writing is largely expository and emphasizes effective thesis development. Students electing this course should be capable of consistent effort and have independent and disciplined work habits.

113– HONORS JOURNALISM**GRADE 9-12****1 CREDIT**

This course is intended for the talented and serious academic student who is willing to rise to the challenge of an intense, in-depth study of a variety of mass media. Class requirements include critical analysis of current research, outside of class interviewing and study, presentations, discussion, and several major investigations. The emphasis is on concise and precise writing of news, feature, and opinion articles, along with design elements which will be used in publishing of a newspaper. The text is *Scholastic Journalism* and *The Radical Write*, as well as newspapers, magazines and the Internet.

114 FRESHMAN ASSIST**Requirement: Teacher and Counselor approval and Test Results****GRADE 9****1 CREDIT**

The focus of this course provides basic instruction in the skills needed for success in high school. The course emphasizes fundamental reading, writing, and study skills to help students learn more effectively in their core academic classes. Development of reading skills includes explicit instruction in self-monitoring strategies, cognitive strategies and text analysis. Improvement of writing skills includes explicit instruction in development of ideas, organization, voice, sentence fluency, word choice, conventions, and presentation. Improvement of study skills includes explicit instruction in note taking and test preparation. Placement for the course is determined by test results. THIS CLASS CANNOT BE USED TO SATISFY AN ENGLISH REQUIREMENT

115 – MYTHOLOGY

GRADE 10-12

.5 CREDIT

Although devoted primarily to Greek and Latin myths, Mythology also touches upon Nordic and other myths that remain a living part of our cultural heritage. Assignments develop student skills in reading, writing, listening, and speaking. Students will write numerous essays and complete projects on mythological topics.

116 - SPEECH

GRADE 10-12

.5 CREDIT

This semester course will assist students at all levels in developing poise and self-confidence in oral communication situations. The emphasis will be on the functional and technical aspects of speech and the importance of effective listening, as well as the tools of effective speaking. Presentations will be created and performed in a variety of speech settings, involving numerous topics.

117– FILM LITERATURE

GRADE 10-12

.5 CREDIT

Film Literature presents the history and literature of motion pictures. Students view and analyze representative films in several genres including Silent Comedy, Western, Science Fiction, and Film Noir. Directors studied may include Alfred Hitchcock, Stanley Kubrick, Charlie Chaplin, Akira Kurosawa, and John Ford. Both American and foreign titles will be screened in class. The basic skills stressed in other English courses are also developed in this course, including literary analysis and communication in writing and speaking. Students examine short and feature-length films for editing, sound, photography, and other aspects of cinematic language. Students write numerous essays examining film and are also encouraged to make their own films for class. Students will study *Citizen Kane*, *Singin' in the Rain*, *The Gold Rush*, *Life is Beautiful*, *Psycho*, and *Rebel Without a Cause*.

118 – SHAKESPEARE

GRADE 11-12

.5 CREDIT

Students study a variety of works by William Shakespeare, exploring their literary merit as well as their relationship to the acting styles, theatre architecture, and related issues during the Elizabethan period. While the plays range from farce to tragedy, the emphasis remains upon the interaction of style and idea. The Bard's works are studied in conjunction with questions concerning his reputation and the authorship of these timeless classics. The course explores the relevance of an Elizabethan dramatist's thought to the increasing complexities of contemporary life. Through reading, writing, speaking, listening, and viewing, students will comprehend and evaluate a wide variety of literature, both classic and contemporary.

122 – EXPOSITORY WRITING

GRADE 10-12

.5 CREDIT

Expository Writing provides instruction in non-fiction writing. Students review basic grammar skills while they learn to use several methods of explanation (e.g. comparison, cause and effect, reason, classification, example, and definition). Students write various types of essays, learn term paper and research skills, and participate in oral presentations. Special emphasis is placed on developing critical thinking skills as they relate to class assignments.

123 – CREATIVE WRITING

Required: Freshmen are to submit a portfolio prior to enrollment

GRADE 9-12

.5 CREDIT

Designed for students interested in creative writing, this course offers guided instruction in short fiction, poetry, and drama. Students read and interpret fiction and poetry models to facilitate the development of their own writing styles. They identify professional writers' stylistic components and develop their own creative writing skills in short stories, poetry and one-act scripts. Students share their writing. Each student maintains a journal and submits a portfolio of his/her best creative writing at the end of the semester.

124 – ADVANCED CREATIVE WRITING

Required: successful completion of Creative Writing I and approval of the Creative Writing teacher or review of portfolio by the Creative Writing teacher; credits not counted toward the graduation requirement in English

GRADE 10-12

.5 CREDIT

Advanced Creative Writing is offered to students who want additional training in imaginative expression. The course gives students with creative writing talent the opportunity to prepare their work for publication. They practice specific literary techniques and produce original short stories, sketches, poetry, and drama. Outstanding writing is submitted to contests and magazines. Students write for the school's literary magazine and may work on the staff. Because of the freedom needed in creative work, much of the instruction is individualized. A workshop atmosphere prevails as students build their portfolios.

145 – AP ENGLISH: LITERATURE AND COMPOSITION

GRADE 11-12

1 CREDIT

Advanced Placement English: Literature and Composition is a college-level course that prepares students for the AP test offered each May. Successful performance on the test may result in college credit for the class. The course stresses close reading, analysis, and critical writing. The readings for the course include contemporary and traditional classic works of fictional literature with an emphasis on the language of literature as well as the cultural heritage of literature. Required reading includes *The Odyssey* by Homer in translation by Robert Fitzgerald or Robert Fagles, *King Lear* by Shakespeare and poetry selected from *Sound and Sense* edited by Perrine and Arp. Students may also read from the following reserved titles for the course: *The Tempest* by Shakespeare, *Antigone* by Sophocles, *Dr. Faustus* by Marlowe, *Arms and the Man* by Shaw, *An Enemy of the People*, *Hedda Gabler*, and *A Doll's House* by Ibsen, *Catch-22* by Heller, *Invisible Man* by Ellison, and *My Name is Asher Lev* by Potok. AP English: Literature and Composition follows the guidelines established by the College Board.

| | |
|--|--|
| 162 – AMERICAN LITERATURE AND COMPOSITION | Required Course or (American Literature and Composition Honors) |
|--|--|

GRADE 10-12**1 CREDIT**

This course presents the study of American literature through its major periods. Students read short stories, novels, dramas, poetry, and non-fiction. Composition work emphasizes formal research and various types of essays including literary criticism and argumentation. Through reading, writing, speaking, listening, and viewing, students explore various themes of American literature. Required reading includes *The Great Gatsby* by Fitzgerald, *The Crucible* by Miller, *The Narrative of the Life of Frederick Douglass* by Douglass, *Behold the Dreamers* by Mbue, excerpts from *Walden* and *Civil Disobedience* by Thoreau, and *The Souls of Black Folk* by Dubois. Students may also read from the following: *Straw Into Gold* by Cisneros, *Mother Tongue* by Tan, *Blue Highway* by Heat-Moon, *The Scarlet Letter* by Hawthorne, *Red Badge of Courage* by Crane, *The Catcher in the Rye* by Salinger, *The Piano Lesson* by Wilson, and *The Glass Menagerie* by Williams. Units and lessons are aligned to The Common Core State Standards for English Language Arts which are designed to prepare all students for success in college, career and life by the time they graduate from high school. Students considering enrollment in Advanced Placement English in grades 11 or 12 should take American Literature and Composition in grade 10.

| | |
|---|---|
| 163 – AMERICAN LITERATURE AND COMPOSITION HONORS | Required course or (American Literature and Composition) |
|---|---|

GRADE 10-12**1 CREDIT**

This course is intended for the talented and serious academic student who is willing to rise to the challenge of intense, independent, in-depth study of literature in the context of American culture. Class requirements include research, at home reading, presentations, discussion, critical analysis, and major investigations. Required reading includes *The Great Gatsby* by Fitzgerald, *The Crucible* by Miller, *The Narrative of the Life of Frederick Douglass* by Douglass, *Behold the Dreamers* by Mbue, excerpts from *Walden* and *Civil Disobedience* by Thoreau, and *The Souls of Black Folk* by Dubois. Students may also read *Hunger for Memory*, *The Autobiography of Richard Rodriguez*, *Their Eyes Were Watching God* by Hurston, *The Hairy Ape* by O'Neill, *Long Days Journey Into Night* by O'Neill, and *A Streetcar Named Desire* by Williams. Units and lessons are aligned to The Common Core State Standards for English Language Arts which are designed to prepare all students for success in college, career and life by the time they graduate from high school. Students considering enrollment in Advanced Placement English in grades 11 or 12 should take American Literature and Composition Honors in grade 10.

164 – BRITISH LITERATURE AND COMPOSITION

GRADE 10-12

1 CREDIT

The works of British authors and the chronological development of British literature form the basis of this course. Through reading, writing, speaking, listening, and viewing experiences, students explore the works of poets, essayists, dramatists, and novelists from the Anglo-Saxon era through the Modern Age. The course encourages an analytical approach to literature with an in-depth understanding of form, content, and style. Increased sophistication in writing literary analysis is a critical goal. Required reading includes *Beowulf*, selections from *The Canterbury Tales* by Chaucer, *Hamlet* by Shakespeare, selections from *Gulliver's Travels*, and a work by Oscar Wilde. Students may also study *Pride and Prejudice* by Austen, *Wuthering Heights* by Bronte, *Pygmalion* by Shaw, and *Lord of the Flies* by Golding.

172 - YEARBOOK JOURNALISM (NORTH)

Prerequisite: Approval of Yearbook Instructor
Visual, Performing and Applied Art Credit

Grades 9 -12

1 CREDIT

Yearbook journalism offers students the opportunity to master the many aspects of the publishing production in a hands-on team environment. . Students are involved in each step of the publication process, from planning and design through production and distribution of the end product. Students learn photojournalism, writing and design through individual and group instruction, as well as class discussions. Students do the reporting, photography, writing and computer design using Adobe InDesign, Photoshop and other current technology programs to manage production and business tasks. The end product is GP North's yearbook, *Valballa*.

173 - PICTORIAL LITERATURE

Grade 11/12

.5 CREDIT

This course is devoted to the intensive study of the graphic novel. By reading discussing, writing about, re-reading, and working with a variety of book-length texts in comic format, students will gain an understanding of formal narrative, and theoretical characteristics of graphic novels. Students will also read traditional texts with graphic counterparts and discuss the differences in narrative. One focus will be on the relationships between words and images. Assignments will require regular reading of assigned graphic novels and other texts, written responses, and a variety of formal compositions that require the application of key concepts in the course.

174 – POWER OF LANGUAGE

Required course *or*
(AP English: Language and Composition)

GRADE 11

1 CREDIT

Through the study of various non-fiction (including expository, narrative, persuasive, informational, and argumentative texts), this course prepares students to understand the everyday functions of language and literature. Students practice analysis of authors' language, style, and rhetorical choices, while simultaneously increasing their worn abilities in those areas. Along with intensive Standardized test preparation, this course offers students training to meet the various demands of their world with the ability to think, reason, and communicate powerfully about written, visual, and multi-media texts. Students read *Outliers*, by Malcolm Gladwell, *Brave New World*, by Aldous Huxley, and *Into the Wild*, by

Jon Krakauer and *Just Mercy by Bryan Stevenson* The course also includes an independent reading experience (in the mode of autobiography/memoir) and involves a research-based synthesis project.

175– DEBATE

9th Grade Requirement: Permission of Instructor

GRADE 9-12

.5 CREDIT

This course introduces students to the theory and practice of academic debate. Class work is derived from in-depth analysis of a significant contemporary problem. Students carry out directed library research on this problem in preparation for writing individual affirmative cases. To pass this class, each student must prepare and submit an affirmative case. Students develop abilities to organize evidence efficiently, to think critically, and to speak extemporaneously.

176 – ADVANCED DEBATE I graduation requirements in English

Required: approval of debate teacher; credits not counted toward

177 – ADVANCED DEBATE II graduation requirements in English

Required: approval of debate teacher; credits not counted toward

GRADE 10-12

.5 CREDIT

Advanced Debate I and II prepare students for varsity debate competition. The class facilitates each student's preparation for interscholastic competition by providing instruction in advanced theory and by emphasizing depth of understanding in the topic area. Students must demonstrate maturity of purpose as they carry out research assignments, write new cases, and prepare a variety of briefs.

191 – THEORY OF LEARNING

GRADE 9-12

.5 CREDIT

Theory of Learning is an exploration of epistemology, a branch of philosophy investigating the sources, possibilities, and limits of knowledge. This semester course investigates several fields of knowledge, including history, science, language, and art. Students will explore multiple ways of knowing and their impact on how we make sense of the world through integrated lessons and experiences designed to encourage high order thinking. Core endeavors include an independent book review and a formal research project.

197 – AP ENGLISH: LANGUAGE AND COMPOSITION

GRADE 11-12

1 CREDIT

Advanced Placement English: Language and Composition is a college-level course, which prepares students for the AP test offered each May. Successful performance on the test may result in college credit. Students strengthen their awareness of language and sharpen their skills in critical reading, logical thinking, and effective writing. In addition to writing personal essays, analytical and argumentative papers, and impromptu, students study and practice speaking and listening skills. Readings focus on non-fiction. AP English: Language and Composition follows the guidelines established by the College Board.

FAMILY AND CONSUMER SCIENCES

The Art of Pastry and Dessert Preparation
Child Care Services
Child Development and Parenting
Culinary Arts
Advanced Culinary Arts
Culinary Arts Co-op
Fashion Design I, II, III, IV
Foods and Pastries
Global Foods
Health Education with Family Planning
Interior Design
Independent Living with Personal Finance I, II
Medical Aides Co-op

800 – FOODS & PASTRIES Career and Technical Education (CTE) Course Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

Students who are interested in improving and maintaining their personal healthy through nutritious foods and a strong emphasis on physical activity are encouraged to take this course. Students will be able to demonstrate many basic culinary techniques as well as job skills through thoughtfully planned lab experiences. Students will prepare a wide variety of nutritious foods as well as desserts and pastries, all made from scratch. Some additional topics to be studied are organic foods, vegetarian and vegan diets, deficiency diseases and weight control. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

801 - FASHION DESIGN I

802 - FASHION DESIGN II

Prerequisite: Fashion Design I

803 - FASHION DESIGN III

Prerequisite: Fashion Design II

804 - FASHION DESIGN IV

Prerequisite: Fashion Design III
Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

The Fashion Design classes are designed for the beginner as well as for the advanced sewer who desires to develop or improve both their clothing construction skills and their fashion knowledge. Students will work independently on projects according to their interest, ability level, and skill set. Student projects will encompass a range of difficulty levels with each student choosing their individual projects based primarily on their interests, personal style, and ability. Students on all levels will study the fashion industry as a whole. Time will also be spent developing students' personal design style and fashion sense. An emphasis will be placed on career exploration in the fashion industry, fashion designers, and individual portfolio creation that can be taken to college and beyond. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the

National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

805 – GLOBAL FOODS **Prerequisite: (GPN only): Foods and Pastries** Visual, Performing and Applied Art Credit Career and Technical Education (CTE) Course

GRADE 10-12

.5 CREDIT

This course will focus on international cuisine from countries around the world. Students will explore how food has shaped cultures. A variety of traditional recipes will be prepared and students will learn about the colorful history of food customs. Time will be spent identifying the origins of various cuisines and learn how geography, climate, economics, and culture have helped shape diverse meal patterns and societies. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

811 - CULINARY ARTS **Prerequisite (GPN only): Foods and Pastries** Visual Performing and Applied Art Credit Career and Technical Education (CTE) Course

GRADE 9-12

1 CREDIT

This course acquaints students with the many job opportunities available in the foodservice industry. A strong emphasis is placed on the organization and operation of a food service facility. Students will acquire many of the food preparation and customer service skills necessary for a future culinary career. Every aspect of food service is covered, including marketing, guest relations, management, cost control and inventory, as well as food preparation. In addition, all students will earn their ServSafe Certification which can be useful when looking for employment. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

813 - ADVANCED CULINARY ARTS **Prerequisite: Culinary Arts** Visual Performing and Applied Art Credit Career and Technical Education (CTE) Course

GRADE 11-12

1 CREDIT

This course is designed for students with a commitment to Food Service. An emphasis is placed on providing students with the skills needed for entry-level job positions in the food service industry. Students practice high volume food preparation, baking techniques, vegetable cookery, garde manager (cold food preparation), entree creation, menu planning. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

814 – CULINARY ARTS CO-OP**Prerequisite: Culinary Arts****Grade 12****1 CREDIT**

Through the co-op experience, students are employed a minimum of 15 hours a week in a variety of commercial foods positions approved by the teacher-coordinator. Students have on-the-job experiences in food planning and preparation, baking, short-order cookery, or allied food services. They gain entry-level skills that enable them to work both in the front and back of house. With further training, students may qualify for hotel, motel, or restaurant management as well as other culinary or hospitality positions. Those who have previously taken Commercial Foods I begin occupational training immediately; others are placed when ready.

815 – THE ART OF PASTRY AND DESSERT PREPARATION**Visual, Performing and Applied Art Credit Career and Technical Education (CTE) Course****GRADE 9-12****.5 CREDIT**

This course will provide students with hands-on experience in food preparation and advanced pastry and dessert techniques. An emphasis is placed on both the science behind baking, as well as practical math application. Labs include a wide range of beginner techniques all the way through advanced skills needed for a career in the culinary world. Students will gain advanced techniques and have experiences in the preparation of pastry and desserts that may lead to job opportunities in local pastry shops, restaurants or bakeries. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

824 - INTERIOR DESIGN**Visual, Performing and Applied Art Credit****GRADE 9-12****.5 CREDIT**

Interior Design is designed for any student with an interest in the design and decoration of interior spaces including selection of furnishings, fixtures, textiles and accessories. The class is centered around learning, implementing, and manipulating the elements and principles of design. Students will learn about the career field of Interior Design, and will complete many hands-on activities within each unit. Students will develop room plans using 3-D Software and current technological applications for floor plans. Students will apply their learnings in practical online simulations that demonstrate their knowledge and understanding. The students will engage with the community and its members and be of service to them. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

825 – CHILD DEVELOPMENT AND PARENTING**GRADE 9-12****.5 CREDIT**

This course is intended for anyone who anticipates a career in which they will be working with children, or for anyone who intends to be a parent. Students will study the physical, social, intellectual and emotional development of children from conception through age six. Additional topics include: the importance of play, nutritional and physical needs, discipline strategies, costs associated with raising a child, and developmental disabilities. Students will also learn observation techniques that they will use by taking part in a guided experience in a GPPSS preschool or kindergarten classroom. Additionally, this course may offer the RealCare infant simulators as a best-practice real life simulation for teens. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for

FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

836 - CHILD CARE SERVICES

GRADE 11-12

1 CREDIT

Students interested in a practical course working weekly with children are encouraged to enroll in Child Care Services. The course is designed for students planning a career with children or related to children. It is recommended for collegebound students pursuing a degree in Early Childhood Education or for students seeking employment in the field of Child Care directly out of high school. Students observe and work with pre-school children in the GPPSS elementary setting.

Students will plan and direct a variety of activities and lessons. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

826 – INDEPENDENT LIVING WITH PERSONAL FINANCE I

Math Related Credit

GRADE 11-12

.5 CREDIT

In this introductory finance course, students will learn the basic principles of economics and best practices for managing their own finances. Time will be spent exploring careers and professionalism, creating budgets, evaluating risks associated with credit and debt, and the importance of making smart financial decisions. An emphasis is made on incorporating modern technology through the use of online financial simulations. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

828 – INDEPENDENT LIVING WITH PERSONAL FINANCE II

Prerequisite: Independent Living with Personal Finance I

Math Related Credit

GRADE 11-12

.5 CREDIT

In this advanced personal finance course, students will learn the basic principles of economics and best practices for managing their own finances. Time will be spent developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. Students will gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. An emphasis is made on incorporating modern technology through the use of online financial simulations. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

831 – MEDICAL AIDES CO-OP (A.M.)**Prerequisites: Student must be 17 years old.****834 – MEDICAL AIDES CO-OP (P.M.)****Prerequisites: Student must be 17 years old.****GRADE 12****1 CREDIT**

Medical Aides Co-op provides students with work experience at the entry level for a variety of medically related professions. Students are trained on site by medical personnel to work in many different environments. Students may find work in dental, veterinary, or medical doctors' offices, with occupational therapists or in medical research. Students who work in the hospital setting will be trained on site within the department where they are placed. Students who have volunteered in the hospital prior to their senior year find that their volunteer experience facilitates the co-op job placement process. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

HEALTH

920 – HEALTH EDUCATION WITH FAMILY PLANNING**Required Course****Highly recommended to be taken in 9th grade****.5 CREDIT**

Health Education is a required course in which students learn to accept responsibility for personal health decisions and practices, and to work with others to support and maintain a healthful society. Students study topics related to stress and depression, nutrition, physical fitness, tobacco, alcohol and drugs as well as human sexuality, and disease prevention and control. Additionally, students will receive a two day lesson on CPR and AED training, though no formal certification is attained. This course includes a short unit of approximately 2-3 days which includes information about family planning and contraception with an emphasis on abstinence, as the preferred method. Parents who do not want their children to receive instruction may opt out their students into an alternative learning experience during the short family planning unit. The revised curriculum places emphasis on the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) for FCS Education, The Michigan Standards and Benchmarks for FCS Education, the National CTE Standards, and the Michigan Career Readiness Standards, and includes 21st Century learning for grades 6-12.

INTERDEPARTMENTAL

001 – BEGINNING PROGRAMMING

GRADE 9-12

.5 CREDIT

Computer Programming is the study of writing computer programs using a High Level Language C++. Writing computer programs helps to develop problem-solving skills. This course is designed for students with no knowledge of programming. It prepares students for additional courses in any other computer language.

002 – ADVANCED PROGRAMMING I

Prerequisite: Beginning Programming or formal course in programming

GRADE 9-12

.5 CREDIT

Students are taught a programming language that encourages the use of functions, classes and objects. This is the first of a sequence of programming courses which could lead to the AP exam in computer science. Topics covered include variables, constants and functions. The students learn to develop programs in a logical manner using structured programming methods.

003 – ADVANCED PROGRAMMING II

Prerequisite: Advanced Programming I (C or better)

GRADE 9-12

.5 CREDIT

Advanced Programming II is a continuation of Advanced Programming I. It includes reviewing some Advanced Programming I topics, while working with variables, constants and functions. Topics covered include the learning of classes, objects, recursion, arrays, streams, and files.

004 – AP ADVANCED PROGRAMMING III

Prerequisite: Advanced Programming II (B- or better)

GRADE 9-12

.5 CREDIT

Different types of data structures are the main topics addressed in this course. Topics include building classes, graphics, event-driven programming, advanced algorithms and recursion, and data structures. This course qualifies students to take the Advanced Placement Examination in Computer Science. College credit for one or two semesters of Computer Science may be earned by satisfactory performance on this examination.

005 – STEM: BOTS, CODING AND APPS (PILOT)

GRADE 10-12

.5 CREDIT

This will be a rigorous and challenging class which will appeal to those considering Engineering as a career choice. The Curriculum comes from Carnegie-Mellon University, well known for their Robotics focus. It will be both theoretical and practical, with students working in two-person teams. Each team will have their own VEX Robotics Kit to work with.

Students will learn about mechanical systems, programming, and control systems. Students will also study the Engineering design process, and create robots to meet specific challenges.

013 - AP COMPUTER SCIENCE PRINCIPLES (PILOT)**Prerequisite: Algebra I****GRADE 10-12****1 CREDIT**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. It is recommended that a student in the AP Computer Science Principles course should have successfully completed Algebra I and any other course that builds a foundation of mathematical and computational reasoning. Standards provided by College Board.

014 - AP COMPUTER SCIENCE A (PILOT)**Prerequisite: Algebra I and Cybersecurity and/or AP Computer Science Principles****GRADES 10-12****1 CREDIT**

AP Computer Science A offers students the opportunity to cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course is an extension of coding knowledge, and is not designed to be a student's first dive into computer science or programming. The course focuses extensively on Java and its applications in a variety of contexts, with special emphasis on various Java-related concepts such as booleans, arrays, classes, and more. Students enrolled in this course should have successfully completed Algebra I and a course that emphasizes coding logic and thinking practices, such as Cybersecurity and/or AP Computer Science Principles. Standards provided by College Board.

091 – INNOVATIVE TECHNOLOGY (iTech) (PILOT)**GRADE 9-12****.5 CREDIT**

Innovative Technology (iTech) is a semester elective that teaches students the 21st Century Skills they need to become successful in both college and work environments. Students in iTech will study the impact of technology on the world they live in and use cutting-edge technologies (such as 3D printing and coding) to create prototypes that improve the daily lives of others. This course requires the use of the Google Suite for Education.

092 – INNOVATIVE DESIGN (iDesign) (PILOT)**Visual, Performing and Applied Art Credit****Prerequisite: Innovative Technology (iTech) (B- or better)****GRADE 9-12****.5 CREDIT**

Innovative Design (iDesign) is a semester elective that teaches students how to apply what they've learned in school and in iTech to real-world challenges that exist in daily life. Students in this course will learn the fundamentals of design theory, including how to identify opportunities for innovation and how to prototype solutions using technology and other materials. The course consists of several team-based challenge projects that involve design theory principles, and concludes with a final group-based design challenge. This course requires use of the Google Suite for Education.

093 – INNOVATIVE CREATION (iCreate) (PILOT)

Visual, Performing and Applied Art Credit

Prerequisite: Innovative Technology (iTech) (B- or better)

GRADE 10-12

.5 CREDIT

Innovative Creation (iCreate) is an independent study intended to provide students with the opportunity to apply their understanding of Design Thinking and the engineering process to a real-world problem of their choosing. Students enrolled in this course will work with a faculty mentor (“project mentor”) to identify an opportunity for real-world innovation within one of their concurrent courses, and will then work to develop and refine a prototype that could be taken to market. This is a hands-on, real-world course that gives students the flexibility to pursue their own interests. This course requires use of the Google Suite for Education.

094- INNOVATIVE CAPSTONE (iCap) (PILOT)

Prerequisite: Innovative Creation (iCreate)

(B- or better)

GRADE 10-12

.5 CREDIT

The Innovative Studies Capstone (iCap) is the fourth and final level of the iStudies program. In this course, students will work with both a teacher mentor and a community partner to launch their innovative design from iCreate to the public. Upon completion of this course, students will have launched their own startup or public service organization and will be certified by the district in Innovative Design & Practice. This course requires use of the Google Suite for Education.

095 – CYBERSECURITY I (PILOT)

Career and Technical Education (CTE) Course

Requirement: Three teacher and one counselor recommendation

GRADE 10-12

.5 CREDIT

This course is designed for sophomores through seniors who have an interest in a career in the cybersecurity industry. There has never been a greater need for professionals trained in cybersecurity. In today’s world everything is a target - from servers, computers, phones and routers to refrigerators and light bulbs. This course is designed to prepare students for certification in this field including Certified Ethical Computer Hacker. Students learn how to select appropriate hardware and software to provide protection against known security threats. The CTE state standards for Computer and Information Systems Security/Assurances will guide the coursework. Instructional support and resources will be available from the Michigan Initiative for Cyber Education (MICE). Students will have access to the Cisco NetAcademy coursework and TestOut. Three teacher and one counselor recommendation will be required.

096 – CYBERSECURITY II (PILOT)

Career and Technical Education (CTE) Course

Prerequisite: Cybersecurity I (C or better)**GRADE 10-12****.5 CREDIT**

This course is designed for sophomores through seniors who have completed the cybersecurity I coursework with a minimum grade of C. Students will continue to learn about issues in the cybersecurity field. Students will be certified in Cisco Cyber Essentials and CompTIA A+ which is the essential certification for beginning a career in IT. Preparation for other certificates like CompTIA Networking and CompTIA Security+ will also be available. The CTE state standards for Computer and Information Systems Security/Assurances will guide the coursework. Instructional support and resources will be available from the Michigan Initiative for Cyber Education (MICE). Students will have access to the Cisco NetAcademy coursework and TestOut.

097– ADVANCED CYBERSECURITY (PILOT)

Career and Technical Education (CTE) Course

Prerequisite: Cybersecurity I (C or better)**GRADE 11-12****.5 CREDIT**

This course is designed for Juniors or Seniors who have successfully completed the Cybersecurity I and Cybersecurity II course and have an interest in the cybersecurity industry. Students will be certified in CompTIA Networking. The CTE state standards for Computer and Information Systems Security/Assurances will guide the coursework. Instructional support and resources will be available from the Michigan Initiative for Cyber Education (MICE). Students will have access to the Cisco NetAcademy coursework and TestOut

MATHEMATICS

HIGH SCHOOL SEQUENCE

Students must successfully complete at least four (4) credits in mathematics to graduate from high school. Required credits include: Algebra I, Geometry, Algebra II, and one course during the student's 12th grade year. The additional credit can be from math related courses earned by the student at any time during their high school career. Algebra II can be taken over a 2-year period for two (2) credits.

The list of eligible Math Related Courses appears on page 14 of the Program of Studies.

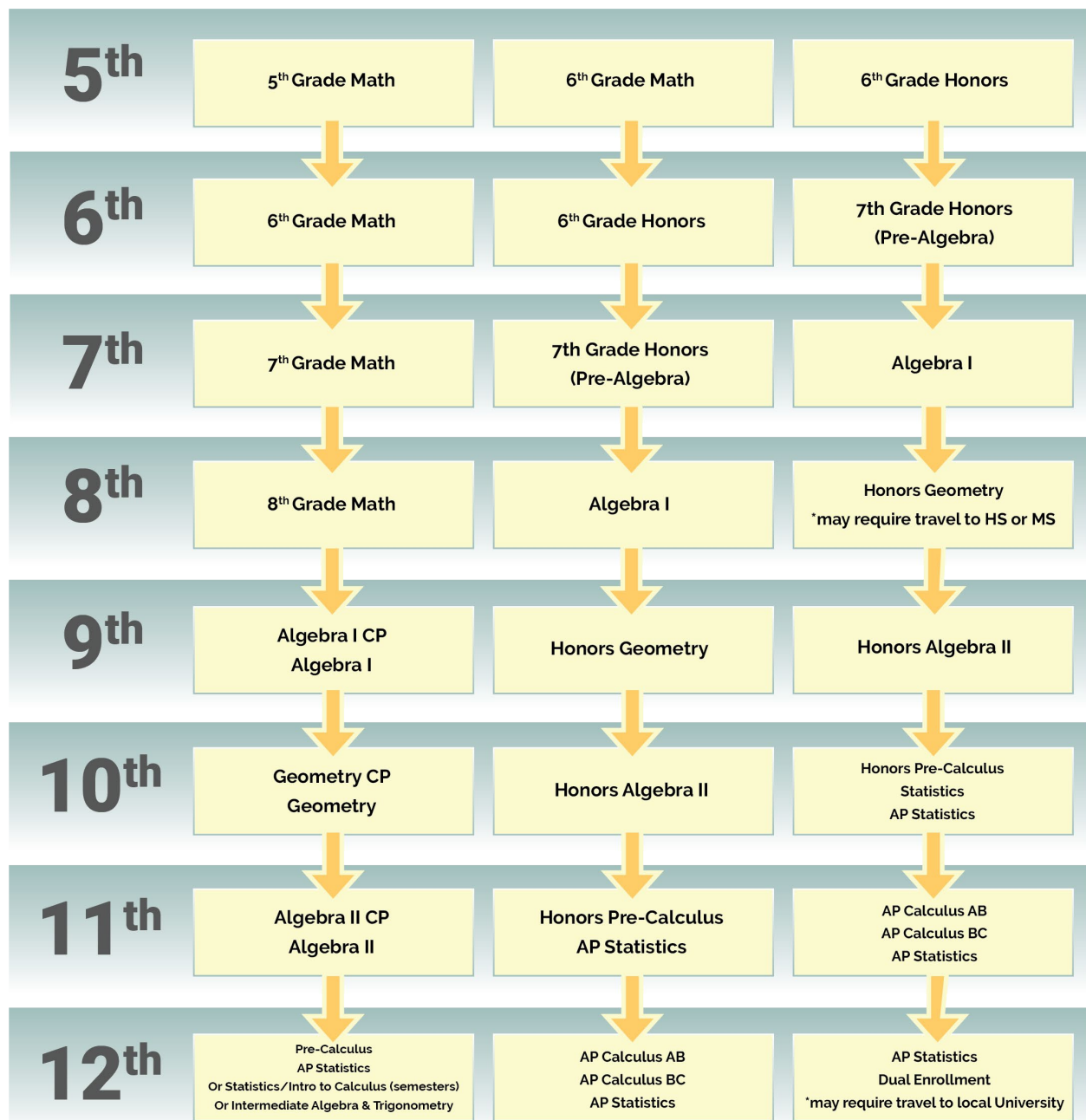
| Honors Sequence | College Preparatory Sequence | Essentials Sequence |
|---|---|---|
| 330 Honors Geometry | 307 Algebra I CP 320 Algebra I CP Support | 318 Algebra I 310 Algebra Support |
| 335 Honors Algebra II | 316 Geometry CP | 350 Geometry 339 Geometry Support |
| 346 Honors Pre-Calculus 349 AP Statistics | 322 Algebra II CP | 319 Algebra II 319 A/B Algebra II over 2 years |
| 358 AP Calculus AB 359 AP Calculus BC 349 AP Statistics | 342 Pre-Calculus 349 AP Statistics | 332 Intermediate Algebra & Trigonometry |
| | 327 Statistics (semester) 360 Introduction to Calculus (semester) 349 AP Statistics | |

Note 1: Occasionally, “horizontal” movement on either chart may be recommended for individual students, although the sequence of course topics remains the same.

Note 2: The above identified sequence is intended to be the typical and expected sequence for students. In the event that a student wishes to elect to take math courses concurrently or out of sequence, communication must occur between the student, the student's counselor and the student's current math teacher. If the student is to move forward with this election, the student, parent, counselor, teacher, department chair and administrator should communicate in writing regarding the best interests of the student

MATHEMATICS

Secondary Math Pathways



Occasionally horizontal movement may be recommended for individual students. The above identified pathway is intended to be the typical and expected sequence for students. At the high school if students wish to take math courses concurrently or out of sequence, they may do so with the support and permission of the Math Department Chair(s) and their counselor

ESSENTIALS MATHEMATICS SEQUENCE

The Essentials Mathematics Sequence gives students exposure to and experience with the concepts that are presented in the Common Core State Standards for Mathematics. Scientific and/or graphing calculators are used in these courses to enhance learning and supplement topics. Support classes, which run concurrently with the regular math courses, may also be offered within this sequence to provide additional assistance for students as they work to meet the curriculum expectations.

310 – ALGEBRA I SUPPORT Prerequisite: Math 8

Requirement: Teacher recommendation and enrollment in Algebra I

.5 or 1 CREDIT

This support class is designed for the high school student who requires additional support with Algebra 1.

This support class is taken concurrently with Algebra 1 and provides additional support for students as they work to meet the curriculum expectations of Algebra 1. Course content includes additional instruction on the concepts taught in class, previews of upcoming lessons, homework assistance, and quiz and test preparation. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. This course does not count for math credit.

Instructional Materials/Resources:

Textbook: Algebra 1 Concepts and Skills; McDougal Littell, Copyright 2004

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

318 – ALGEBRA I Prerequisite: Math 8

1 CREDIT

This class is designed for the high school student who will have exposure to and experience with the concepts that are presented in the Common Core State Standards for Mathematics.

This course is a traditional approach to the study of first year Algebra concepts. This Algebra 1 course builds on the study of functions and representations that began in the middle school. Students will learn to simplify in the following areas: polynomial expressions, exponents, radicals, and rational expressions. Students will learn to solve in the following areas: linear equations, linear inequalities, absolute value equations, systems of equations, quadratic and rational equations. Students will focus on graphing in the areas of linear and quadratic functions.

Instructional Materials/Resources:

Textbook: Algebra 1 Concepts and Skills; McDougal Littell, Copyright 2004

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

339 – GEOMETRY SUPPORT

Prerequisite: Algebra I

Requirement: Teacher recommendation and enrollment in Geometry

.5 or 1 CREDIT

This support class is designed for the high school student who requires additional support with Geometry.

This support class is taken concurrently with Geometry and provides additional support for students as they work to meet the curriculum expectations of Geometry. Course content includes additional instruction on the concepts taught in class, previews of upcoming lessons, homework assistance, and quiz and test preparation. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. This course is taught in a small group setting and does not count for math credit.

Instructional Materials/Resources:

Textbook: Geometry Concepts and Skills; McDougal Littell; Copyright 2005

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

350 – GEOMETRY

Prerequisite: Algebra I

1 CREDIT

This class is designed for the high school student who will have exposure to and experience with the concepts that are presented in the Common Core State Standards for Mathematics.

In this course, students will engage in activities that allow them to create geometric understanding. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Topics include logic and proof, parallel lines and polygons, perimeter and area, volume and surface area, similarity and congruence, trigonometry, and analytic geometry. Geometry focuses on big ideas rather than traditional rigorous proof. Algebraic and computational skills are reviewed and reinforced throughout the course. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond.

Instructional Materials/Resources:

Textbook: Geometry Concepts and Skills; McDougal Littell; Copyright 2005

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

319 – ALGEBRA II

Prerequisites: Geometry

1 CREDIT

This class is designed for the high school student who will have exposure to and experience with the concepts that are presented in the Common Core State Standards for Mathematics.

This course emphasizes working with algebraic expressions and techniques, solving equations and graphing functions including working with linear, quadratics and other polynomials, powers and roots, exponential and logarithmic, trigonometric, and rational functions. Probability, data analysis,

sequences, and series are also studied. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. This course is also offered over two years as 319A and 319B.

Students electing this option are required to take both courses over two years.

Instructional Materials/Resources:

Textbook: Algebra 2 Concepts and Skills; McDougal Littell; Copyright 2008

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

332 – INTERMEDIATE ALGEBRA AND TRIGONOMETRY

Prerequisite: Algebra II

Requirement: Teacher recommendation

1 CREDIT

This class is designed for the high school student who will have exposure to and experience with the concepts that are presented in the Common Core State Standards for Mathematics.

Intermediate Algebra and Trigonometry builds upon previous algebra and geometry concepts and skills. Manipulative algebra and careful development of algebraic reasoning is used for topics such as the study of functions [quadratic, polynomial, logarithmic and exponential, radical, and rational], matrices, vectors, and sequences and series. An extensive study of trigonometry will be covered over the majority of the second semester.

Instructional Materials/Resources:

Textbook: College Algebra and Trigonometry; Cengage Learning, Copyright 2010

4-function, scientific, and graphing calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

COLLEGE PREPARATORY MATHEMATICS SEQUENCE

The College Preparatory Mathematics Sequence courses comprising this sequence deal with the logic and theory of mathematics as well as its applications in several fields of study as they pertain to the Common Core State Standards for Mathematics. This sequence gives students a thorough math preparation to pursue those fields in college that demand a solid mathematical foundation. Scientific and/or graphing calculators are used in these courses to enhance learning.

307 – ALGEBRA 1 CP

Prerequisite: Math 8

Requirement: Teacher recommendation

1 CREDIT

This class is designed for the high school student who requires a thorough mathematical preparation to pursue those fields in college that demand a solid mathematical foundation.

This course is a traditional approach to the formal study of first year Algebra. Algebra 1 builds on the generalized approach to the study of functions and representations begun in the middle school grades. Students will learn to simplify and factor expressions, solve linear and quadratic equations, and systems of equations. Students will study families of functions, their equations and their graphs

including linear, quadratic, radical, rational, and exponential. Using these functions, students will model real-world situations using data and solve related problems. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond.

Instructional Materials/Resources:

Textbook: Algebra 1; McDougal Littell; Copyright 2007

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

316 – GEOMETRY CP

Prerequisite: Algebra I CP

Requirement: Teacher recommendation

1 CREDIT

This class is designed for the high school student who requires a thorough mathematical preparation to pursue those fields in college that demand a solid mathematical foundation.

This course covers the topics of parallelism, congruency, similarity, coordinates, transformations, measurement formulas, right triangle trigonometry, two and three dimensional figures, logic, and proof writing. Geometry integrates standard approaches and algebra throughout the course. Applications of various geometric concepts are stressed. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond.

Instructional Materials/Resources:

Textbook: Geometry: McDougal Littell, Copyright 2007

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

320 – ALGEBRA I CP SUPPORT Prerequisite: Math 8th grade

Requirement: Teacher recommendation and enrollment for Algebra I CP

.5 or 1 CREDIT

This support class is designed for the high school student who requires an additional support with Algebra 1 CP.

This support class is taken concurrently with Algebra 1 CP and provides additional support for students as they work to meet the curriculum expectations of Algebra 1 CP. Course content includes additional instruction on the concepts taught in class, previews of upcoming lessons, homework assistance, and quiz and test preparation. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. This course is taught in a small group setting and does count for a credit.

Instructional Materials/Resources:

Textbook: Algebra 1; McDougal Littell; Copyright 2007

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

320 – ALGEBRA I CP SUPPORT Prerequisite: Math 8th grade**Requirement: Teacher recommendation and enrollment for Algebra I CP****.5 or 1 CREDIT**

This support class is designed for the high school student who requires an additional support with Algebra 1 CP.

This support class is taken concurrently with Algebra 1 CP and provides additional support for students as they work to meet the curriculum expectations of Algebra 1 CP. Course content includes additional instruction on the concepts taught in class, previews of upcoming lessons, homework assistance, and quiz and test preparation. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. This course is taught in a small group setting and does count for a credit.

Instructional Materials/Resources:

Textbook: Algebra 1; McDougal Littell; Copyright 2007

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

322 – ALGEBRA II CP Prerequisite: Geometry CP**Requirement: Teacher recommendation****1 CREDIT**

This class is designed for the high school student who requires a thorough mathematical preparation to pursue those fields in college that demand a solid mathematical foundation.

This course emphasizes solving and graphing functions including working with linear, quadratic, polynomial, power and root, exponential and logarithmic, trigonometric, and rational functions. Probability and data analysis are also studied. This course emphasizes problem solving and modeling real-world situations with the intent of preparing students for college level mathematics. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. A graphing calculator is used throughout the course in order to better understand and model functions.

Instructional Materials/Resources:

Textbook: Algebra 2, McDougal Littell, Larson, Boswell, Kanold, Stiff, Copyright 2008

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

342 – PRE-CALCULUS

Prerequisite: Algebra II CP
Requirement: Teacher recommendation

1 CREDIT

This class is designed for the high school student who requires a rigorous perspective in the development of mathematical reasoning. It is designed to prepare students for success in Calculus 1 at the college level.

Pre-Calculus emphasizes the theoretical and applicable background a student must have to be successful in college level mathematics. Topics include analysis of polynomial, rational, exponential and logarithmic functions and transformations of their graphs. A large emphasis is placed on trigonometric functions including graphing, simplifying and solving equations, identities and analytic trigonometric functions, and applications in trigonometry. Manipulative algebra and careful development of algebraic reasoning for topics such as matrices, sequences and series, binomial theorem, polar coordinates, vectors, and an introduction to Calculus are studied.. An importance is placed on problem solving using an analytic approach. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. A graphing calculator is used throughout the course.

Instructional Materials/Resources:

Textbook: Pre-Calculus: Mathematics for Calculus [Fifth Edition]; Stewart, Redlin, Watson, Copyright 2007

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

327 – STATISTICS

Prerequisite: Algebra II CP

.5 CREDIT

This class is designed for the high school student who desires an introduction to college/university level Statistics.

This semester course allows students to collect and analyze data in a variety of ways. Technology is utilized throughout. Students will explore the methods used to perform a statistical study; collect data in a well-developed manner; use statistical inference as a guide to the appropriate model of collected data. The Normal Distribution, Central Limit Theorem, Variability, and Sample Distributions and Confidence Intervals utilizing z-scores, t-scores, and Chi-squared will be studied. Hypothesis testing will also be covered using the same distributions, approaching them from both a p-value and critical value approach.

Instructional Materials/Resources:

Textbook: Elementary Statistics, Fourth Edition, Copyright 2009

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

360 – INTRODUCTION TO CALCULUS

Prerequisites: Completion of Pre-Calculus or concurrent enrollment in semester 2 Pre-Calculus

.5 CREDIT

This class is designed for the high school student who desires an introduction to college/university level Calculus.

This semester course involves a review of functions and graphs, an in-depth look at limits and continuity, as well as differential and integral calculus with applications of each. This course emphasizes the concepts and applications of calculus but is not intended to replace AP Calculus and students do not earn college credit. Various problem-solving techniques are used and applications are devised to employ critical thinking skills. Discussions and strategies are designed to improve students' ability to apply theory and to analyze problems independently. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. Graphing calculators are used throughout the course.

Instructional Materials/Resources:

Textbook: Calculus with Applications, Ninth Edition, Copyright 2008

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

HONORS MATHEMATICS SEQUENCE

Topics in the Honors Mathematics Sequence are taught from a rigorous perspective and presented to develop and enhance the mathematical reasoning ability of students, as they pertain to the Common Core State Standards for Mathematics. Students who have taken Algebra 1 in eighth grade and follow the sequence through, have the opportunity to earn college credit upon successful completion of the Advanced Placement Examination in Calculus.

330 - HONORS GEOMETRY Recommendation

Prerequisite: Honors Algebra I Requirement: Teacher

1 CREDIT

The Honors Geometry course is rigorous and designed for students who excel in mathematics. In this course, students will engage in activities that allow them to create geometric understanding. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Algebra I concepts are interwoven through the entire course to enhance student learning. This course emphasizes problem solving and logic as methods used to develop each new concept. Every effort is made to avoid stopping at the customary, fixed boundaries of the traditional mathematics course to improve students' ability in applying theory and in analyzing problems independently. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond.

Instructional Materials/Resources:

Textbook: Geometry For Enjoyment and Challenge: New Edition; McDougal Littell; Copyright 1991

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

335 – HONORS ALGEBRA II

Prerequisite: Honors Geometry

Requirement: Teacher recommendation

1 CREDIT

The Honors Algebra 2 course is designed for students who have a strong degree of mastery of material learned in previous math courses and are capable of handling the rigor and pace of an honors course. This course is an in-depth study of functions [quadratic, polynomial, radical, rational, exponential, and logarithmic]. Graphing, solving, and application are all studied in great detail. Other topics include probability and statistics, conics, sequences and series, matrices, as well as an in-depth study of trigonometry. Every effort is made to avoid stopping at the customary, fixed boundaries of the traditional mathematics course to improve students' ability in applying theory and in analyzing problems independently. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. A graphing calculator is used throughout the course to enhance student learning.

Instructional Materials/Resources:

Textbook: Algebra and Trigonometry Structure and Method, Book 2; Houghton Mifflin Company; Copyright 1990,1992

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

346 – HONORS PRE-CALCULUS

Prerequisite: Honors Algebra II

Requirement: Teacher recommendation

1 CREDIT

Honors Pre-calculus topics emphasize the theoretical and applicable background a student must have to be successful in Advanced Placement Calculus. Topics include analysis of algebraic functions, trigonometry, analytic geometry, limits, derivatives and the definite integral. These concepts will be extended and supplemented with a high level of rigor with intent of preparing students for AP Calculus as well as college level mathematics. A graphing calculator is used extensively throughout the course to analyze and compose various types of functions including but not limited to linear functions, quadratic functions, polynomial functions, logarithmic functions, exponential functions, and trigonometric functions. Every effort is made to avoid stopping at the customary, fixed boundaries of the traditional mathematics course to improve students' ability to apply and analyze advanced concepts. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond.

Instructional Materials/Resources:

Textbook: Pre-Calculus with Limits: A Graphing Approach, Fifth Edition; Copyright 2008

4-Function, Scientific and Graphing Calculators are used throughout the course

A variety of teacher-created and online resources are used throughout the course

349 - AP STATISTICS

Prerequisite: Algebra 2 CP

GRADE 11-12

1 CREDIT

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. It is recommended that a student in the AP Statistics course should have successfully completed Algebra 2 CP, and any other course that builds a foundation of mathematical and computational reasoning. Description and Standards provided by College Board. Instructional Materials/Resources: A variety of College Board aligned teacher-created and online resources are used throughout the course. Graphing Calculators are also essential for the A.P. Exam. Used throughout the course.

Instructional Materials/Resources:

Textbook: The Practice of Statistics; Sixth Edition [for the AP Exam]: W.H. Freeman and Company, Copyright 2020 Desmos activities and Sapling resources that correspond with the text are used at the teacher's discretion.

A variety of teacher-created and online resources are used throughout the course

358- AP CALCULUS AB

Prerequisite: Honors Pre-Calculus

359- AP Calculus BC

Requirement: Teacher Recommendation

1 CREDIT

AP Calculus contains topics comparable to a semester (AB) Calculus 1 or a full first-year (BC) Calculus 1 and 2 college course which includes a review of functions and graphs, an in-depth look at limits and continuity, as well as differential and integral calculus with applications of each as prescribed by the College Board's AP program. BC also includes topics involving sequences and series, polar and parametric functions, and vectors. College credit for calculus may be earned by a satisfactory performance on the Advanced Placement Examination. Various problem-solving techniques are used, and problems are devised to employ critical thinking skills. Students are expected to approach problems from an analytical, graphical, numerical and descriptive perspective. Graphing calculators are used throughout the course. Every effort is made to improve students' ability to apply theory and to analyze problems independently. Units and lessons are aligned to the Common Core State Standards for Mathematics, which are designed to prepare all students for success in high school and beyond. Note: Students may take either AB or BC for credit and should consult with their math teacher to discuss appropriate placement.

Instructional Materials/Resources:

Textbook: Calculus: Graphical, Numerical, Algebraic: Finney, Demana, Waits, Kennedy, Copyright 2010

4-Function, Scientific and Graphing Calculators are used throughout the course

The A.P. Exam contain non-calculator and calculator sections

Applets, Geometer's Sketchpad, and Desmos are used at the teacher's discretion

A variety of teacher-created and online resources are used throughout the course

PERFORMING ARTS

NOTE: Students enrolling in any of the performing groups must acquaint themselves with the required activities of these groups, which sometimes extend beyond the regular school day. Requirements may be obtained from teachers.

INSTRUMENTAL MUSIC

Concert Band
Concert Orchestra
Symphony Band
Symphony Orchestra
Wind Ensemble (PILOT)

MUSIC THEORY AND TECHNOLOGY

Music Theory I, II, III
AP Music Theory IV
Music Through Technology I, II, III

PIANO

Piano 1

CHORAL MUSIC

Choir – Beginning - Soprano/Alto
Choir – Beginning - Tenor/Bass
Choir – Intermediate - Mixed
Choir – Advanced Women’s
Choir – Advanced Mixed Concert
Choir (PILOT)

ACTING

Drama I
Drama II
Drama III

BAND & ORCHESTRA

752 – CONCERT BAND

**Prerequisite: 8th grade band, previous training
Or approval of instructor**

GRADE 9-12 Visual, Performing and Applied Art Credit

1 CREDIT

Concert Band focuses on the intermediate performance skills that will prepare students for the advanced skills necessary for Symphony Band and Wind Ensemble. Playing with mature tone and intonation are stressed, along with the ability to follow a conductor’s tempo. Students will also learn about basic music theory. Enrollment is limited to: flute, oboe, bassoon, clarinet, saxophone, French horn, trumpet/cornet, trombone, euphonium, tuba, and percussion (percussionists must be proficient in mallet keyboard instruments). Weekly practice is required. All percussionists must audition for this class. Participation in rehearsals, sectionals, and performances outside of class will be required as part of the student’s grade. Some uniform fees/costs will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

753 – SYMPHONY ORCHESTRA**Requirement: Audition required
Visual, Performing and Applied Art Credit GRADE 9-12****1 CREDIT**

Participation in the instructional class of the Symphony Orchestra is limited to members of the string section: violin, viola, cello, string bass, and harp. The Symphony Orchestra studies and performs fine orchestra music from all major periods of music history. Participation in rehearsals, sectionals and performances outside of class will be required as part of the student's grade. Students enrolled in Orchestra will be expected to participate in Full Orchestra. Woodwind, brass and percussion players will be auditioned for Full Orchestra. Full Orchestra rehearsals will be held before or after school on a regular basis. Some uniform fees/costs will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

754 – SYMPHONY BAND**Requirement: Audition required Visual, Performing and Applied Art Credit****GRADE 9-12****1 CREDIT**

Symphony Band provides more advanced students with the opportunity to study and perform musical literature available for band and develop advanced skills necessary for Wind Ensemble. Students play the music of great composers representing many periods of music. Students earning a place in this ensemble are expected to maintain a high level of participation and performance achievement. Weekly practice is required. Participation in rehearsals, sectionals, and performances outside of class will be required as part of the student's grade. Some uniform fees/costs will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

754 WE-WIND ENSEMBLE (PILOT)**Requirement: Audition required****Visual, Performing and Applied Art Credit****GRADE 9-12****1 CREDIT**

Wind Ensemble provides the most advanced students with the opportunity to study and perform the finest musical literature available for band. Students play the music of great composers representing many periods of music. Students earning a place in this ensemble are expected to maintain a high level of participation and performance achievement. Weekly practice is required and private instruction is highly encouraged. Participation in rehearsals, sectionals, and performances outside of class will be required as part of the student's grade. Some uniform fees/costs will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

757 – CONCERT ORCHESTRA

Prerequisite: Previous training
Requirement: Approval of instructor
Visual, Performing and Applied Art Credit

GRADE 9-12

1 CREDIT

Concert Orchestra meets the needs of students who have not yet mastered the skills necessary for Symphony Orchestra. Participation in the instructional class of the Concert Orchestra is limited to members of the string section: violin, viola, cello, string bass, and harp. Concert Orchestra may meet during the same hour as Symphony Orchestra. Special attention is given to individual tuning, proper bow usage, tone production, rhythm, and other musical skills. Participation in rehearsals, sectionals and performances outside of class will be required as part of the student's grade. Students enrolled in Orchestra will be expected to participate in Full Orchestra. Woodwind, brass and percussion players will be auditioned for Full Orchestra. Full Orchestra rehearsals will be held before school on a regular basis. Some uniform fees/costs will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

* Permission to enroll for .5 CREDIT (one semester only) may be given because of schedule conflicts with graduation requirements or single section semester classes.

NOTE: The configuration of instrumental classes may vary from year to year at the discretion of administrators in consultation with teachers in order to develop the optimal plan to enhance student learning.

CHORAL MUSIC

766 – CHOIR - BEGINNING - SOPRANO AND ALTO**

Visual, Performing and Applied Art Credit GRADE 9-12

GRADE 9-12

1 CREDIT

Beginning Choir is a non-auditioned class that is open to all students who sing soprano or alto in grades 9-12. The essential purpose of the class is to provide a positive choral experience, which enables the student to communicate effectively within a group while developing greater self-esteem. Students will be introduced to a wide variety of choral literature including sacred, classical, music theater and contemporary music. Movement will be incorporated into classes. Students will be required to attend scheduled rehearsals and performances during the school year. (Typical performances may include October Concert, Fall Follies, Community Caroling, Holiday concerts, MSVMA festivals, spring concert, and June Broadway concert). A select ensemble may be formed from this class with rehearsals before and/or after school hours to prepare more advanced literature. Optional opportunities include summer workshops, all-school musical, honors choirs and private voice study. Some costume and related fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

767 – CHOIR - BEGINNING - TENOR AND BASS****Visual, Performing and Applied Art Credit****GRADE 9-12****1 CREDIT**

Beginning Choir is a non-auditioned class that is open to all students who sing tenor or bass in the grades 9-12. The essential purpose of the class is to provide a positive choral experience, which enables the student to communicate effectively within a group while developing greater self-esteem. Students will be introduced to a wide variety of choral literature including sacred, classical, music theater, and contemporary music. Movement will be incorporated into classes. Students will be required to attend scheduled rehearsals and performances during the school year. (Typical performances may include October Concert, Fall Follies, Community Caroling, Holiday concerts, MSVMA festivals, spring concert, and June Broadway concert). A select ensemble may be formed from this class with rehearsals before and/or after school hours to prepare more advanced literature. Optional opportunities include summer workshops, all– school musical, honors choirs and private voice study. Some costume and related fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

**Depending upon enrollment, beginning choir may be an all female choir, an all male choir, or may be a combined male and female mixed choir.

768 – CHOIR - INTERMEDIATE MIXED**Requirement: Audition****Visual, Performing and Applied Art Credit****GRADE 10-12****1 CREDIT**

Intermediate Mixed Performing Ensemble chosen by audition. The purpose of this class is to provide a positive choral experience, which enables the student to communicate and develop both the musical knowledge and skills to perform a wide variety of musical styles and repertoire. Students will have the opportunity to perform music from classical, music theatre, show choir and major works by master composers. Movement and staging will also be incorporated into the class. Students will be required to attend scheduled rehearsals and performances during the school year. (Typical performances may include October Concert, Community Caroling, Fall Follies, Holiday concerts, MSVMA Choral Festival, show and concert choir competitions, spring concert and a Broadway concert). This group may combine with other ensembles to prepare major works, which may require additional evening rehearsals to prepare. Optional opportunities include small ensembles to perform community service shows, summer workshops, all-school musical, honors choirs, vocal jazz and private voice study. Some costume and related fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

769 – CHOIR – ADVANCED WOMEN’S**Requirement: Audition
Visual, Performing and Applied Art Credit****GRADE 10-12****1 CREDIT**

Advanced Women’s Performing ensemble chosen by audition. The purpose of this class is to provide a positive choral experience, which enables students to communicate and develop both the musical knowledge and skills to perform a wide variety of musical styles and repertoire. Students will have the opportunity to perform more advanced music from classical, music theatre, show choir, and major works by master composers. Movement and staging will also be incorporated into the class. Students will be required to attend scheduled rehearsals and performances during the school year. (Typical performances may include October Concert, Fall Follies, Community Caroling Holiday concerts, MSVMA festivals, show and concert choir competitions, spring concert, and June Broadway concert). This group may combine with Concert Choir I to prepare major works, which would require additional evening rehearsals to prepare. Optional opportunities include small ensembles to perform community service shows, summer workshops, all-school musical, honors choirs, private voice study and vocal jazz. Some costume and related fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

770 – CHOIR - ADVANCED MIXED**Requirement: Audition
Visual, Performing and Applied Art Credit****GRADE 11-12****1 CREDIT**

Advanced Mixed Choir is a mixed select performing ensemble, which provides students with the experience of performing advanced choral and music theatre literature including oratorios, madrigals, show choir, and classical literature. This class demands excellent skills in sight-reading, pitch, tone perception and showmanship. Movement will be incorporated in the curriculum with scheduled after-school rehearsals required. Students perform at school concerts and events as well as community service performances. Students will be required to attend scheduled rehearsals and performances during the school year. (Typical performances may include October Concert, Fall Follies, Community Caroling, Holiday Concert, MSVMA Festivals, show and concert choir competitions, Major Works Concert, Spring Concert, and Spring Broadway and/or Pops Concert). Optional opportunities include small ensembles to perform community service shows, summer workshops, all-school musical, honors choirs, solo singing, private voice study and vocal jazz. Some costume fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

782 - CONCERT CHOIR (PILOT)**Visual, Performing and Applied Art Credit****GRADE 9-12****1 CREDIT**

Concert Choir is a mixed performing ensemble which provides students in grades 9-12 with the experience of performing choral literature including, but not limited to, oratorios, madrigals, and classical musical literature. This class develops skills in sight-reading, pitch, tone perception, vocal technique, expression, and performance readiness aligned to Michigan Standards, Benchmarks and Grade Level Content Expectations for Visual Arts, Music, Dance and Theater. Students perform at school concerts and other events. Students will be required to attend scheduled rehearsals and performances during the school year. Optional opportunities include summer workshops, all-school musical, honors choirs, solo singing, and private voice study. Some uniform/costume fees will be requested. Scholarship funds may be provided to qualified applicants to help defray this expense. No textbook or additional resources will be needed for this course. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

MUSIC THEORY AND TECHNOLOGY**772 – MUSIC THEORY I****Visual, Performing and Applied Art Credit****GRADE 9-12****.5 CREDIT**

Music Theory I is a one-semester course designed for students who have had prior music experience in Choir, Band, Orchestra, and/or private study. Students will acquire basic skills in notation, composition, ear training and other fundamentals of basic music theory. These skills are of value to students who wish to use music as an avocation, pursue a career in music, or broaden their appreciation of music. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

773 – MUSIC THEORY II**Prerequisite: Music Theory I***or***passing Level I on the Theory Placement exam.****Visual, Performing and Applied Art Credit****GRADE 9-12****.5 CREDIT**

Students will build on the skills acquired in Music Theory I. Students will identify and write major and minor scales, intervals, triads, seventh chords, and inversions. Students will analyze four-part chorales using roman numerals and inversion (figured bass) symbols. Ear training and sight-singing exercises accompany each unit of study. Students are introduced to musical form (binary, ternary, etc.). This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

774 – MUSIC THEORY III

**Prerequisite: Music Theory II
or passing Level II on the Theory Placement exam.
Visual, Performing and Applied Art Credit**

GRADE 9-12**.5 CREDIT**

Students will build on the skills acquired in Music Theory II and will compose and analyze 18th century chorales and learn Binary and Ternary form. Students will compose and enter a 16 bar four-part harmony chorales, in ABA form, with chord charts, into FINALE. Students will sight sing in both bass and treble clefs and identify all forms of major, minor and chromatic scales and modes, as well as ascending and descending simple and compound intervals. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

775 – AP MUSIC THEORY IV

**Prerequisite: Music Theory III
Visual, Performing and Applied Art Credit**

GRADE 9-12**.5 CREDIT**

Course includes harmonic analysis of music in various textures (diatonic triads and seventh chords, non-harmonic tones, secondary dominants, simple forms), accompanying ear training exercises (scales, intervals, triads, seventh chords, harmonic and melodic dictation, analytical listening), and sight-singing. Students compose four-part chorales following rules of the common practice period. An introduction to Twentieth-century music is provided. Students are encouraged to take the AP Music Theory Examination upon completion of this course. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

776 – MUSIC THROUGH TECHNOLOGY I Visual, Performing and Applied Art Credit**GRADE 9-12****.5 CREDIT**

Music Through Technology is designed to teach the basics of Musical Instrument Digital Interface (M.I.D.I.), including sequencing, notation, and orchestration. Students will use music keyboards, synthesizers and computers to experiment with synthetic sounds and learn to read and play notated music. Students will acquire and develop basic skills in music composition. This class can meet the needs of both performing and non-performing students who wish to learn more about music technology. Students should have some piano skills and know the notes on the grand staff and keyboard. This course fulfills your computer requirement or fine arts requirement. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

777 – MUSIC THROUGH TECHNOLOGY II Prerequisite: Music Through Technology I
& approval of teacher
Visual, Performing and Applied Art Credit

GRADE 10-12

.5 CREDIT

Music Through Technology II will further develop keyboard techniques and apply rules of theory to music composed through the medium of computers and sequencing software. Advanced sequencing skills including editing, quantizing, sampling, and using chord symbols will be taught. Students will learn notation and improvisational software programs. Students will write compositions to be performed in concert. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

779 – MUSIC THROUGH TECHNOLOGY III

Prerequisite: Music Through Technology II
& approval of teacher *or* approval of Instructor
Visual, Performing and Applied Art Credit

Grades 11-12

.5 CREDIT

Music through Technology III is an advanced class that builds upon the foundation, knowledge and skills gained in Technology I and II. Students learn more advanced skills in sequencing, composing, improvising and sampling in addition to working with harmonic software programs. Students will record and edit compositions. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

PIANO

781 – PIANO I Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

Piano I starts at the beginning with fundamentals of playing the piano. The course is an individualized study using a keyboard in a lab setting. The student will learn notation, how to play scales, rhythm notation and how to play the rhythm, chords and basic one and two handed songs related to the piano keys. Students will apply what they learn on the synthesizer to an acoustic piano several times during the semester in a class performance. This curriculum is aligned to the National Standards from the National Association for Music Education (NAfME), while continuing to support the Michigan Visual Performing and Applied Arts (VPAA) Curriculum.

ACTING

786 – DRAMA I

Visual, Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

Drama I is designed to discover and expand performance skills at all levels; no acting experience is necessary. In addition to performance skills, the Life Skills of Teamwork, Multitasking, Creativity, Decision Making, Originality, and Self Confidence will be taught. Theatre games, improvisation, comedy sports events, and attendance at professional or local productions are used to achieve these goals. Key concepts covered include Improvisation, Pantomime, Voice, Characterization, Movement, Stage Combat, and Critical Review and Analysis. EPLC/BOE approved text: Drama Works! Units and lessons are aligned to the National Core Arts Standards. No public performances are required for this course.

787 – DRAMA II Requirement: Successful completion of Drama I *or* Teacher recommendation

Visual,
Performing and Applied Art Credit

GRADE 9-12

.5 CREDIT

Drama II is designed to expand performance skills; Drama I or equivalent in required.. In addition to performance skills, the Life Skills of Teamwork, Multitasking, Creativity, Decision Making, Originality, and Self-Confidence will be taught. Theatre games, improvisation, comedy sports events, and attendance at professional or local productions are used to achieve these goals. Key concepts covered include Improvisation, Performance Art, Voice, Characterization, Movement, Audition Skills, and Critical Review and Analysis. EPLC/BOE approved text: Drama Works! Units and lessons are aligned to the National Core Arts Standards. No public performances are required for this course.

790 – DRAMA III

Requirement: Successful completion of Drama II
or Teacher recommendation

Visual, Performing and Applied Art Credit

GRADE 10-12

.5 CREDIT

Drama III is designed to expand performance skills; Drama II or equivalent in required.. In addition to performance skills, the Life Skills of Teamwork, Multitasking, Creativity, Decision Making, Originality, and Self-Confidence will be taught. Theatre games, improvisation, comedy sports events, and attendance at professional or local productions are used to achieve these goals. Key concepts covered include Improvisation, Voice, Characterization, Movement, Audition Skills, College/Professional Prep, and Critical Review and Analysis. EPLC/BOE approved text: Drama Works! Units and lessons are aligned to the National Core Arts Standards. No public performances are required for this course.

PHYSICAL EDUCATION

Physical Education

Introduction to Team Sports

Grade 9

Introduction to Lifetime and Leisure Activities

Grade 9

916 – INTRODUCTION TO TEAM SPORTS

GRADE 9

1 CREDIT

This year long course offers all students the opportunity to develop and improve skills and maintain an appropriate level of fitness through the enjoyment of participation in both indoor and outdoor team sports. Students learn the rules, skills, strategies, and etiquette appropriate for each activity. Activities may include; Soccer, Basketball, Football, Softball, Floor Hockey, Aquatics, Volleyball, Racquet Sports, cooperative games, and team building strength conditioning. Units and lessons are aligned with the National Standards from Shape America for Physical Education which are designed to prepare all students for personal fitness, life long activity and success.

917 – INTRODUCTION TO LIFETIME AND LEISURE ACTIVITIES

GRADE 9

1 CREDIT

This year long course offers individual sports and fitness activities that can be used for recreation throughout life. Students will be better equipped to maintain a healthy lifestyle and develop stress reduction techniques. Students learn the rules, skills, strategies, and etiquette appropriate for each activity. Activities may include Yoga, Pilates, Aquatics, Badminton, Volleyball, Golf, Pickleball, racquet sports, various aerobic activities, cooperative activities, and strength training, including the use of the school fitness center. Units and lessons are aligned with the National Standards from Shape America for Physical Education which are designed to prepare all students for personal fitness, life long activity and success.

ELECTIVE COURSES

908 – TEAM SPORTS - ADVANCED

GRADE 10-12

.5 CREDIT

Students concentrate on developing fundamental skills to accelerated levels in team sports. The classroom setting will be competitive situations with emphasis on strategy and rules in team sports. The basic keys of this course are sportsmanship and teamwork, with emphasis on improvement on individual skills. Activities may include: Flag Football, Soccer, Softball, Basketball, Volleyball, and Floor Hockey. Units and lessons are aligned with the National Standards from Shape America for Physical Education which are designed to prepare all students for personal fitness, life long activity and success.

909 – WEIGHT/STRENGTH TRAINING AND CONDITIONING

GRADE 10-12

.5 CREDIT

Instruction on proper use of equipment and weight training machines will take place. Instruction will focus on performing exercises with proper form to ensure safety of students. In addition, students will learn proper technique to perform Olympic and Power Lifts. A general program will be implemented that is geared towards total body strength and fitness. Students will have flexibility to focus their training to suit their personal goals. Students may train for specific sports or other activities. Each individual will select the appropriate program intensity for his/her needs. Student's progress will be monitored regularly and adjusted when necessary. Units and lessons are aligned with the National Standards from Shape America for Physical Education which are designed to prepare all students for personal fitness, life long activity and success.

SCIENCE

Graduation requirements

Students must earn 3.0 credits in science including 1.0 credit in biology to graduate. The science department strongly recommends that students who plan a four-year college experience take at least one credit, beginning in 9th grade, in each of the four foundational science content areas (biology, chemistry, earth science and physics).

In addition to the 1.0 credit earned in biology noted above (honors or traditional) each student must complete the following:

- two semesters in earth sciences (honors or traditional)*
- two semesters in physical sciences (honors or traditional)

*students who earn 1.0 credit in Honors Biology are exempt from the earth science completion requirement

Core Curriculum Options

Students need to consider carefully all elements of their academic, co-curricular and extracurricular activities with parents when making their course selections. Students and parents must consider the selection of Honors courses carefully, since movement from Honors to Traditional levels can only be made if a student's ability and potential do not match the demands of the Honors curriculum.

| <u>Recommended Honors Program</u> | <u>Recommended Traditional College Prep Program</u> |
|---|--|
| Honors Biology | Earth Science (Traditional or Honors)* |
| Honors Earth Science | Biology (Traditional or Honors) |
| Honors Chemistry | Chemistry (Traditional or Honors)* |
| Honors Physics | Physics (Traditional or Honors)* |
| Advanced Placement Courses and/or other electives | Advancement Placement Courses other electives |

*A student may fulfill this requirement with another related science credit after their counselor has determined that an alternate science credit is in the student's best interest and it is approved by both the Principal and Science Department Chair

AP Courses and Other Electives

AP Biology, AP Chemistry, AP Environmental Science, AP Physics, Astronomy, Advanced Topics in Astronomy, Applied Medical Research and Clinical Investigations(NORTH), Environmental Science, Forensic Science ,Geology(SOUTH), Microbiology, Introduction to Organic Chemistry, Investigations in Medicine(SOUTH), Physiology, Zoology (PILOT), Earth Science-Earth, Explore and Survive (Pilot/North)

*See Interdepartmental page 53 for information on STEM: Bots, Coding and Apps (PILOT)

FOUNDATIONAL COURSES

404 – HONORS BIOLOGY Recommendation for 9th grade: concurrent enrollment in Honors Geometry

Students may receive credit for one Biology 404 or 405
Recommendation for 10th grade: Geometry CP or higher

GRADE 9-10

1 CREDIT

Honors Biology is a highly challenging course designed for students who want to continue on the honors science track, including Advanced Placement courses, throughout their high school career. It is recommended that 9th graders wishing to take this course be concurrently enrolled in Honors Geometry and 10th graders should be enrolled in Geometry CP or higher.

The main topics that will be studied in Biology are: cells, ecology-human impact, evolution, cell energy, population ecology, energy and ecosystems, genetics and homeostasis. NGSS methods will be used in this course.

Resources include: Student textbook: Biology: Concepts and Connections, Pearson Benjamin Cummings (2009)

405 – BIOLOGY

Students may receive credit for one Biology 404 or 405

GRADE 9-12 (primarily 10th)

1 CREDIT

This course provides a lab-based survey of biological science. Biology will satisfy the biology requirement for graduation.

The main topics that will be studied in Biology are: cells, ecology-human impact, evolution, cell energy, population ecology, energy and ecosystems, genetics and homeostasis. NGSS methods will be used in this course."

Resources include: student textbook: *Biology: Exploring Life*, Prentice Hall (2004)

407 – EARTH SCIENCE

GRADE 9 or 10

1 CREDIT

Earth Science is a lab-oriented hands on course designed for the college-bound student who may or may not be interested in a science career.

Students will engage in studying the four main spheres of Earth's system: Space, atmosphere, geosphere and biosphere. Topics include: Cosmology, Planetary Motions, Stellar Astronomy, Earth's Atmosphere, Weather Systems, Climate, Plate Tectonics, Weathering and Erosion, Natural Hazards, Earth's Resources and Earth's History. Next Generation Science Standards (NGSS) practices will be implemented to prepare students to understand 21st century science methods.

Resources include: Textbook: *Earth and Space Science*, Houghton Mifflin Harcourt, (2018) and accompanying online materials

408 - HONORS EARTH SCIENCE

GRADE 9 OR 10

1 CREDIT

Honors Earth Science is a highly challenging course designed for students continuing in honors science (including Advance Placement) courses for their high school career.

Students will engage in studying the four main spheres of Earth's system: Space, atmosphere, geosphere and biosphere. Topics include: Cosmology, Planetary Motions, Stellar Astronomy, Earth's Atmosphere, Weather Systems, Climate, Plate Tectonics, Weathering and Erosion, Natural Hazards, Earth's Resources and Earth's History. Next Generation Science Standards (NGSS) practices will be implemented to prepare students to understand 21st century science methods.

Resources include: Textbook: *Earth Science*, Pearson, (2018) and accompanying on-line materials.

407-A EARTH SCIENCE: EARTH, EXPLORE and SURVIVE *ONLY AT NORTH

GRADE 11-12*

1 CREDIT

Earth Science (11/12) is a course designed for the student who did not take Earth Science in earlier grades. This course will fulfill the graduation requirement of an Earth Science experience in High School. Students will engage in studying the four main spheres of Earth's system: Space, atmosphere, geosphere and biosphere. Topics include:

Cosmology, Planetary Motions, Stellar Astronomy, Earth's Atmosphere, Weather Systems, Climate, Plate Tectonics, Weathering and Erosion, Natural Hazards, Earth's Resources and Earth's History. Next Generation Science Standards (NGSS) practices will be implemented to prepare students to understand 21st century science methods. Resources include: Textbook: *Earth and Space Science*, Houghton Mifflin Harcourt, (2018) and accompanying online materials

411 – HONORS CHEMISTRY Recommendation: Enrollment in Algebra II CP or Honors

Algebra II

Students may receive credit for one Chemistry: 411 or 412

GRADE 10-12

1 CREDIT

Honors Chemistry course is designed for college-bound students aiming for later advanced college experiences in science. It is recommended for students to be enrolled in Algebra II CP or Honors Algebra II. This course will satisfy a physical science requirement for graduation.

Students will consider the underlying principles and theories of chemistry. Topics include: chemical reactions, atomic structure, periodicity, thermochemistry, attractive forces, nuclear chemistry, mole and stoichiometry, equilibrium and kinetics and gases. Students will take part in NGSS styled lessons and methods. Resources include: Student textbook: General Chemistry, Houghton Mifflin (2002)

412 – CHEMISTRY

Recommendation: Enrollment in Algebra II

Students may receive credit for one Chemistry: 411 or 412

GRADE 11-12

1 CREDIT

Chemistry course is designed for college-bound students interested in chemistry but who may or may not be considering a career in the sciences. The same problem solving skills that are used in Algebra are implemented in this course. It is recommended that students be enrolled in Algebra II. This course will satisfy a physical science requirement for graduation. Chemistry topics include: chemical reactions, atomic structure, periodicity, thermochemistry, attractive forces, nuclear chemistry, mole and stoichiometry, equilibrium and kinetics and gases.

Students will take part in NGSS styled lessons and methods.

Resources include: Student textbook: Chemistry Matter and Change, Glenco (2008)

421 – HONORS PHYSICS Recommendation: Algebra I, II, and Geometry (Pre-Calculus also preferred)
Students may receive credit for one Physics: 421 or 422
 Math Related Credit

GRADE 11-12

1 CREDIT

Honors Physics is a course is designed for high ability math students who plan a career in engineering or the sciences and anticipate having to take a physics course in college. It is recommended that Geometry and Algebra II have been completed before taking this course. Students will explore these main ideas in Honors Physics: forces of motion, energy, mechanical and electromagnetic waves, electricity and engineering concepts. Physics students will be using NGSS phenomena to guide them through physics principles.

Resources include: student textbook: *Principles and Problems* - by Zitzewitz, Merrill (1995)

422 – PHYSICS

Recommendation: Algebra I and Geometry
Students may receive credit for one Physics: 421 or 422
 Math Related Credit

GRADE 11-12

1 CREDIT

Physics is a general survey course for students who are interested in physics but do not plan a career in science or engineering. This course will fulfill the graduation requirement of a physical science. It is recommended that Algebra I and Geometry have been completed before taking this course. Students will explore these main ideas in Physics: forces of motion, energy, mechanical and electromagnetic waves, electricity and engineering concepts. Physics students will be using NGSS phenomena to guide them through physics principles. Resources include: student textbook: *Physics: Principles and Problems*, Glencoe (1998)

ELECTIVE COURSES - BIOLOGICAL SCIENCE

445 – AP BIOLOGY

Recommendation: Honors Biology and Honors Chemistry
or
 Honors Biology and approval of Department Chair and Counselor

GRADE 11-12 (10th with approval of department chair)

1 CREDIT

The curriculum of AP Biology parallels that of a freshman level college biology course. The content is from three areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The approach to learning concentrates on topics, concepts, and themes rather than memorization of facts. Lab work, much of which has been developed by the AP Biology Development Committee, is a significant form of assessment.

450– ENVIRONMENTAL SCIENCE

Recommendation: Biology *or* Honors Biology

GRADE 10-12

1 CREDIT

Environmental Science is a choice to be considered for the college-bound student who wants to complete a 4-5 credit science sequence. Students are introduced to complex environmental issues. This course will raise student awareness by investigating causes, effects, and devising solutions for today's and tomorrow's ecological dilemmas. Topics include ecosystems, wildlife, populations, pollution, energy concerns, land use, conservation, food additives, health, and career options. Activities include individual and group projects, field trips, lab work, technology applications, research, and collaborative discussions. Environmental science lends itself to be taken concurrently with other science electives.

451 – AP ENVIRONMENTAL SCIENCE

Recommendation: One biological science, one physical science

GRADE 11-12

1 CREDIT

Advanced Placement Environmental Science offers curriculum equivalent to a freshman level college course. Course contents include the study of ecological principles, human resources, environmental quality, and wilderness management. Emphasis is placed on gathering, analyzing and interpreting data through a variety of laboratory experiences. Activities include lectures and discussions, experimentation, field work, research and projects.

487 – INVESTIGATIONS IN MEDICINE (SOUTH)

Honors Biology and Honors Chemistry preferred

Recommendation: AP Biology *or* Physiology

GRADE 11-12

.5 CREDIT

Investigations in Medicine provides students who are planning on furthering their education in the medical field, an exposure to the internal workings of the hospital, patient care, as well as medical research and case studies. This semester class will coordinate the experiences students had or will have in the clinical rotations they are offered to participate in during the summer months.

491– PHYSIOLOGY

Recommendation: Successful completion (B or better) in Biology

GRADE 10-12

.5 CREDIT

This is a basic course covering essential concepts of human physiology. The various topics include the study of cell biology and the integration of physiological body systems. The study of these components will involve an understanding of four major areas: organization of the body; skeletal movement and muscles; the nervous and sensory systems; and body maintenance-blood/cardiovascular system, respiratory system. This course deals specifically with human physiology, with its main purpose to increase your knowledge and understanding of how the human body works. The course is organized to progress from the cellular level, to integrated system functioning (e.g., cardiovascular, pulmonary, etc.) to the total body. Lab experiments in the course are related to physiology and therefore, provide the necessary background for understanding the chemical and physical phenomena that underlie the structure and function of the systems of the human body. Upon successful completion of this course you will come to appreciate yourself as a “wonderfully made being.” This course will provide a solid foundation to build upon in the pre-medical and dental college curriculum.

492– MICROBIOLOGY

Recommendation: Successful completion (B or better) in Biology

GRADE 10-12

.5 CREDIT

Microbiology is concerned with an in-depth examination of the microbial world. A basic background in chemistry may be helpful in understanding the concepts of microbiology; although chemistry is not a prerequisite to the course. This is a lab based class with studies in microscopy, morphology, growth and classification of microorganism; method of cultivation, isolation, and staining methods of microorganism; media preparation for microorganism; and microbial identification. Students will learn proper techniques used in microbiology lab in order to investigate, identify and classify microbes. This course will provide background for students interested in a pre-medical and dental college curriculum.

442 – ZOOLOGY (PILOT)

Recommendation: Biology

GRADE 10-12

.5 CREDIT

Zoology is a course within the biological sciences that is an intensive study of the animal kingdom. This semester course is designed for students who have taken a year of biology and have a high interest in learning more about animals

Students will learn how major animal groups are able to solve 4 main problems including: getting energy, reproducing and continuing the species, maintaining a stable internal environment and sensing the external environment to avoid danger. Students will be involved in several projects throughout this course including experimental design and research.

Units and lessons are aligned to the Next Generation Science Standards/Michigan Science Standards (NGSS/MiSS). Instructional resources will include a variety of online sources as well as guest speakers and field trips.

493 – APPLIED MEDICAL RESEARCH WITH CLINICAL INVESTIGATIONS

NORTH

Recommended: AP Biology *or* Physiology *or* Microbiology and Physics *or* concurrent enrollment in Physics Completion of Biology (B or better) and Chemistry

(Honors level preferred; B or better)

Junior Status with instructor approval

GRADE 12

1 CREDIT

Applied Medical Research with Clinical Investigations provides upperclassmen, who are strongly motivated to pursue a career in medicine, a broad exposure to clinical rounds and medical research. Shadowing experiences in clinical rounds at hospitals, doctor's offices, and at University research departments highlight the learning in the course. Class seminars, both didactic and collaborative, deepen understanding of pathophysiology and present challenging medical case studies. Students apply academic study to the problem-solving tasks associated with medical research – designing, implementing, and communication research projects through multimedia and final colloquium. Academic concepts are applied in clinical/research rounds, course studies, laboratory setting, student-initiated research, and case study analyses.

ELECTIVE COURSES - PHYSICAL SCIENCE

413 – AP CHEMISTRY

Recommendation: C in Honors Chemistry

or

Department Chair and Counselor approval

GRADE 11-12

1 CREDIT

Students prepare for the advanced placement (AP) test by enrolling in this college-level chemistry course. Success on the AP test and the advanced laboratory experiences may lead to second-year work in the college chemistry sequence while still freshmen or to immediate work in other fields where general chemistry is a prerequisite, or to savings of some college costs. In AP chemistry, basic concepts already studied are extended and new concepts contained within the AP curriculum are introduced. There are many opportunities for working in the laboratory.

416 – FORENSIC SCIENCE**Recommendation: Biology or Honors Biology****GRADE 10-12****.5 CREDIT**

This course is a cross-curricula lab-based course that incorporates and applies concepts from all 4 major fields of science to the real-world analysis of criminal investigations. Students will explore the history of forensic science and be able to gather and analyze various forms of trace evidence at crime scenes to present in their personal mock police reports.

415 – INTRODUCTION TO ORGANIC CHEMISTRY**Recommendation: Chemistry or Honors Chemistry****GRADE 11-12****1 CREDIT**

Introduction to Organic Chemistry will focus on the fundamental structures of organic molecules and the methods used to study them. A basic understanding of the reactions and properties of organic molecules will be developed and applied to a real world understanding of the topic. Students will leave with a fundamental understanding of organic chemistry and will be prepared to succeed in an organic chemistry class at the university level.

423 – AP PHYSICS**Recommendation: Honors Physics & Concurrent enrollment
in calculus Math Related Credit****GRADE 12****1 CREDIT**

This course prepares students for the AP Physics C level Mechanics exam. Students will learn to apply the calculus to solve physics problems. Class activities will include demonstrations, lectures, labs, computer simulations, computer based labs, computer analysis of data, and an abundance of problems. In addition to a thorough preparation for the exam, students will also study other topics from introductory college physics.

450 – ENVIRONMENTAL SCIENCE**Recommendation: Biology or Honors Biology****GRADE 10-12****1 CREDIT**

Environmental Science is a choice to be considered for the college-bound student who wants to complete a 40-50 credit science sequence. Students are introduced to complex environmental issues. This course will raise student awareness by investigating causes, effects, and devising solutions for today's and tomorrow's ecological dilemmas. Topics include ecosystems, wildlife, populations, pollution, energy concerns, land use, conservation, food additives, health, and career options. Activities include individual and group projects, field trips, lab work, technology applications, research, and collaborative discussions. Environmental science lends itself to be taken concurrently with other science electives.

451 – AP ENVIRONMENTAL SCIENCE**Recommendation: One biological science, one physical science****GRADE 11-12****1 CREDIT**

Advanced Placement Environmental Science offers curriculum equivalent to a freshman level college course. Course contents include the study of ecological principles, human resources, environmental quality, and wilderness management. Emphasis is placed on gathering, analyzing and interpreting data through a variety of laboratory experiences. Activities include lectures and discussions, experimentation, field work, research and projects.

486 – GEOLOGY (SOUTH)

GRADE 11-12 (10th graders with approval of Department Chair and Counselor)

1 CREDIT

In this course, students will develop and apply investigative techniques to explore the Earth's surface and interior processes. Students will consider geologic problems such as the dwindling of mineral resources, geologic hazards, erosional implications, and managing water resources. Hands-on activities, including virtual field trips, will deepen student understanding. This course will emphasize Michigan geology, and extend studies to the formation of natural wonders such as Niagara Falls, the Grand Canyon, Hawaiian volcanoes, and Yellowstone's geysers. Opportunities for students to grow in their understanding of general geologic processes and the techniques used to study them will be integrated throughout this course.

Note: Students wishing to take an optional exam may receive college credit with a passing grade on the exam.

494 – ASTRONOMY

Recommendation: 1 year of science & Completion of Algebra I

GRADE 10-12

.5 CREDIT

Astronomy is a course that presents a general inventory of the universe, from solar system bodies to galaxies. Students consider theories about the scale, content and motion of objects in space from both historical perspectives and through the use of current technologies. The course work involves field exercises, lab work and planetarium experiences.

499 – ADVANCED TOPICS IN ASTRONOMY

Recommendation: C in Astronomy

GRADE 10-12

.5 CREDIT

This course emphasizes techniques of field observation, scientific research and planetarium production. It prepares students for a future career in any area of science research or an astronomy-related job. It also develops the skills necessary for a hobby of amateur astronomy. Students will learn how to operate telescopes and imaging systems. They will also conduct authentic research, and will work in a group to produce their own planetarium show.

SOCIAL STUDIES

REQUIRED COURSES

World History and Geography (1) *or*
Honors World History and Geography (1)

U. S. History and Geography (1) *or*
AP U. S. History (1)

Government (.5) *or*
AP US Government and Politics (.5)

AND

Economics (.5) *or*
AP Macroeconomics (.5) *or*
AP Microeconomics (.5)

ELECTIVES

AP United States Government and Politics (.5)

American Legal System (.5)

AP European History (1)

Anthropology (.5)

AP Macroeconomics (.5)

Exploring Global Issues (.5)

AP Microeconomics (.5)

Psychology (.5)

AP Psychology (.5)

Sociology (.5)

REQUIRED COURSES

511 – UNITED STATES HISTORY AND GEOGRAPHY

GRADE 10-12

1 CREDIT

Beginning with the period of Industrialization, students will examine and analyze the history of the United States from the late nineteenth century to the present through a study of our politics, geography, culture, economy, and foreign policy. Students will develop numerous thinking, writing, communications, and technological skills through the use of primary and secondary sources.

512 – AP UNITED STATES HISTORY AND GEOGRAPHY

GRADE 10-12

1 CREDIT

The Advanced Placement course in U.S. History makes demands on students' equivalent to those of an introductory college course. In addition to a thorough study of historical developments and facts, students examine their context and significance. Students read analytically and critically to evaluate historical evidence and interpretations, and to form conclusions on the basis of knowledgeable judgment. Students use college-level history books supplemented with monographs and primary sources, and are expected to engage in substantial independent reading and study. Students take the AP U.S. History College Board exam with the expectation of receiving college credit.

523 – ECONOMICS

GRADE 10-12

.5 CREDIT

Economics examines the principles and problems of the free enterprise system. It gives students an understanding of the market economy: what it is, how it developed, and how it works. They examine the price system, principles of money and banking, and theories and practices of credit and marketing. Other topics include choices of business and other organizations, role of the government, other economic systems, international trade and globalization, and personal finance. The national income is analyzed.

572 – WORLD HISTORY AND GEOGRAPHY

GRADE 9-10

1 CREDIT

World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era students' work at three interconnected spatial scales: the global, interregional, and regional. Beyond comparing historical events and cultures across time and space, students are encouraged to compare their own values with those of other cultures, to investigate special topics of interest, to examine multiple and varied information sources, to seek multiple causes for events, to analyze and interpret ideas and events, and to develop conclusions of their own.

573 – HONORS WORLD HISTORY AND GEOGRAPHY

GRADE 9

1 CREDIT

Honors World History and Geography emphasizes a more in-depth development of topics (see World History) at a faster pace and with increased rigor in writing, use of primary source material, including research and analysis. This course is designed to be challenging to freshmen with a high interest in Social Studies who are likely to continue high school social studies at the Advanced Placement level.

574 – GOVERNMENT

GRADE 10-12

.5 CREDIT

Students in American Government, study federal, state, and local government as well as current issues with emphasis on the federal level. In addition to meeting part of the Social Studies graduation requirement, this course is designed for students who contemplate a career in law, public administration, business, or politics.

ELECTIVE COURSES

504 – AP EUROPEAN HISTORY GRADE 11-12 Comment: Prior completion of AP US History is recommended

GRADE 11-12

1 CREDIT

The purpose of this course is to give select interested students the opportunity to study in depth some of the most significant developments and ideas in European history. Emphasis is given to questions in intellectual-cultural and social-economic history as well as the traditional political-diplomatic subjects. The course focuses primarily on the period from the Renaissance to the present (approx. 1450-1990). Students prepare to take the AP Test in European History with the expectation of receiving college credit.

515 – EXPLORING GLOBAL ISSUES GRADE 11-12

GRADE 11-12

.5 CREDIT

This course will give students the opportunity to examine significant global issues and connect them to similar issues on the local level. Integrally linked to class study is the requirement of 20 hours of in service-learning to be completed by the end of the semester. The district's SERVE program will be utilized, combined with an academic program focusing on human rights, children and women's issues, sustainability, food and environmental issues, and conflicts. Students with a strong interest in global and local issues, along with the desire to actively work on viable solutions should consider this rewarding course.

522 – AP UNITED STATES GOVERNMENT AND POLITICS

GRADE 11-12

.5 CREDIT

The AP course in American Government and Politics is designed to help students acquire a critical perspective on government and politics in the United States. The course develops the ability to analyze and interpret readings, data, and other sources of information dealing with the complexities of the American democratic system. Expectations and requirements are comparable to an introductory American Government college course.

525 – SOCIOLOGY

GRADE 10-12

.5 CREDIT

Sociology appeals to students concerned about culture socialization, family, stratification, discrimination, poverty, marriage and divorce, child abuse and violence. Students explore these topics by means of class discussion, readings, guest speakers, films, role-playing, research group and individual projects.

526 – AP MICROECONOMICS

Math Related Credit

GRADE 11-12

.5 CREDIT

AP Microeconomics is a college level economics course designed to give students a thorough understanding of the basic principles of economics--scarcity, opportunity costs and production possibilities, specialization, and comparative advantage. It also examines the nature and function of product markets--supply and demand, consumer demand, production costs and revenues, product pricing and outputs, competition, and efficiency. It also looks into the role of government in promoting greater efficiency and equity in the economy. Since sound economics is vital to democratic government and business success, this course is especially relevant to the needs of students who have a serious interest in the college study of government and business.

527 – AP MACROECONOMICS .

Math Related Credit

GRADE 11-12

.5 CREDIT

Macroeconomics AP is a college level economics course designed to give students a thorough knowledge and understanding of the economic principles that apply to the economy as a whole. The course stresses the study of national income and price determination, economic performance measures, economic growth, and international economics. The course syllabus is aligned with the course content designed by the College Board's Advanced Placement Program.

536 – AMERICAN LEGAL SYSTEM

GRADE 11-12

.5 CREDIT

This course assists students approaching the age of adulthood in adjusting to their new rights and responsibilities. Critical thinking exercises are used to study individual roles, family responsibility, law, criminal and civil offenses and the workings of the U.S. legal system.

570 – AP PSYCHOLOGY

GRADE 11-12

.5 CREDIT

Students will increase their understanding of the systematic and scientific study of human and animal behavior. Students will be exposed to the various psychological theories, facts, principles and phenomena associated with each of the major sub-fields within the discipline. The increased knowledge gained through psychological inquiry will assist students in developing their perceptions about the world around them, gaining insights into their own and other's behavior and increase their appreciation of the complexity of human behavior.

571 – PSYCHOLOGY

GRADE 11-12

.5 CREDIT

Psychology is a course that helps students to better understand the inner workings of the human mind. An overview of the field of psychology is examined as well as the biological aspects and psychological development of humans. The shaping of personality as well as the study of emotion is explored. From a practical aspect, learning about stress and coping provide a student with invaluable information that can be used throughout the student's life.

576 – ANTHROPOLOGY

GRADE 10-12

.5 CREDIT

Anthropology is designed to give students an understanding of what it means to be human:

- a. Man's earliest ancestors and their physical and cultural development;
- b. Man's primitive ancestors still living today and what they reveal about the origins of our modern behavior;
- c. Man's past civilizations as revealed through the techniques of archaeological field study and reconstruction; and
- d. Man's adaptation to cultural change.

TELEVISION PRODUCTION

Television Production I, II, III, IV, V, VI, VII, VIII

793 – TELEVISION PRODUCTION I

Visual, Performing and Applied Art Credit Career and Technical Education (CTE) Course

.5 CREDIT

Television Production I is designed for the student who is interested in creating, shooting and editing videos. This course provides students the experience of working in a professional television studio. This class will provide students with opportunities to experience the total process of television production. Students will be introduced to fundamental, technical and creative aspects of television production, operation of equipment, camera and sound techniques, basic script writing, graphics, and a variety of programming possibilities. Career and Technical Education (CTE) course standards for Radio and Broadcasting Technology are followed to prepare students to be career, college and life ready. Instructional support resources include lesson plans from CTE resources, a variety of online resources and teacher created lesson plans.

794– TELEVISION PRODUCTION II

Prerequisite: Television Production I

**Visual, Performing and Applied Art Credit
Career and Technical Education (CTE) Course**

.5 CREDIT

Television Production II is designed for the student who would like to gain hands-on experience in the video production field. Students will learn professional video editing techniques using industry recognized editing software. Storytelling skills using video are emphasized. Multi-camera live studio experiences and on-location videotaping will be incorporated into productions. Students will also be trained on camcorders and DSLR cameras, lighting, scripting, and set design. This course will also emphasize the importance of deadlines and encourage self motivation and independent study skills. Career and Technical Education (CTE) course standards for Radio and Broadcasting Technology which are designed to prepare students to be career, college and life ready will be used in this course. Instructional support resources include lesson plans from CTE resources, a variety of online resources and teacher created lesson plans.

795-798 VIII - TELEVISION PRODUCTION III-VIII Visual, Performing and Applied Art Credit
Career and Technical Education (CTE) Course

Grades 10-11-12

***with permission of instructor**

.5 CREDIT

Television Production III -VIII continues to build on skills developed in earlier TV Production classes and has the objective of encouraging students to develop mastery in television scripting, directing, producing, and editing. Student self-direction is essential since the class provides an integrated experience for a mixed group of students at a variety of ability levels. When possible and when placement is available, students with highly developed skills will be recommended for intern positions with commercial television producers, directors, or companies. Some students with specific individual interests in athletics, music, news broadcasting, or other school related activities may elect to focus on these areas while increasing their television production skills. Career and Technical Education (CTE) course standards for Radio and Broadcasting Technology which are designed to prepare students to be career, college and life ready will be used in this course. Instructional support resources include a variety of online resources and teacher created lesson plans.

| | |
|--|---|
| 795 – TELEVISION PRODUCTION III | Prerequisite: *Television Production III |
| 796 – TELEVISION PRODUCTION IV | Prerequisite: *Television Production III |
| 797 – TELEVISION PRODUCTION V | Prerequisite: *Television Production IV |
| 798 – TELEVISION PRODUCTION VI | Prerequisite: *Television Production V |
| 798 VII – TELEVISION PRODUCTION VII | Prerequisite: *Television Production VI |
| 798 VIII – TELEVISION PRODUCTION VIII | Prerequisite: *Television Production VII |

WORLD LANGUAGES

Graduation Requirement is 2 credits earned in the same language series (i.e. Spanish I and Spanish II). It is recommended that students identify the World Language requirement (if any) of the college(s) where they plan on applying for admission.

| FRENCH | ITALIAN | GERMAN | LATIN | SPANISH |
|---|--|--------------------------|---------------------------------|---|
| French I,II,III,IV,V Honors French IV AP French V | Italian I, II, III, IV AP Italian (South) | German I, II, III, IV | Latin I, II, III, IV (South) | Spanish I, II, III, IV V, VI Honors Spanish IV AP Spanish |

201 - FRENCH I

GRADE 9-12

1 CREDIT

This course is intended for students who are beginning the study of French in high school. The course is communication-oriented to enable students who go to a French-speaking country to have the basics needed for everyday conversation. In this course, students are introduced to a rich variety of activities that develop the four communicative skills of speaking, listening, reading, and writing. Authentic video/audio materials and visuals assist each student's learning. Pair and group work provide students with multiple opportunities for language use and exploration. Roleplaying will put learners in real situations, and projects will reflect actual use of the language in daily life. Additionally, students are introduced to the broad range of the Francophone culture. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include T'es branché 1, EMC Publishing (2014).

203 – FRENCH II

Prerequisite: French I in high school/middle school

GRADE 9-12

1 CREDIT

Students who have been successful in French I will continue to acquire and apply at a more advanced level the skills needed for communicating both orally and in writing. Videos, online exercises, songs, reading, writing, games, and small projects are all activities used to provide supplementary practice and application of skills and vocabulary being studied. Students learn a greater range of vocabulary and idioms for practical living and travel situations and become more proficient in writing. As students are exposed to French traditions and holidays, they develop an appreciation for various aspects of the culture of French speaking countries. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include T'es branché 2, EMC Publishing (2014).

206 – FRENCH III**Prerequisite: French II****GRADE 9-12****1 CREDIT**

At this level, students continue to improve their language skills, while maintaining a focus on communication. Students enhance their understanding of grammatical structure and learn more sophisticated ways to express themselves. Textbooks are supplemented with a range of materials and activities, including magazine and online articles, videos, short stories and poetry, role-playing, games, and mini-projects. Students rely less on the more controlled situations presented in textbooks and become increasingly confident in using the language in real-life situations. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include T'es branché 3, EMC Publishing (2014).

208 – FRENCH IV**Prerequisite: French III****205 – HONORS FRENCH IV****Prerequisite: French III****GRADE 10-12****1 CREDIT**

At this level, students can choose to enroll in either French IV or Honors French IV. While the work done in class is similar, the honors students have more extensive assignments so that, along with AP French V the following year, they will be prepared for the AP exam. All students will study the grammar, literature, and culture in greater depth while using the language to continue to communicate in thoughtful class discussion. Students will acquire and apply their proficiencies in the language while increasing their knowledge of French peoples. Students will demonstrate their competencies individually and collaboratively in a variety of classroom activities. The course includes a review of the structure of the language, a variety of cultural and literary readings, and multiple opportunities for oral and written expression. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Imaginez, Vista Higher Learning (2016).

210 – FRENCH V**Prerequisite: French IV or Honors French IV****204 – AP FRENCH V****Prerequisite: Honors French IV****GRADE 11-12****1 CREDIT**

This course is intended for students who have successfully completed French IV or French IV Honors. At this level, students can choose to enroll in either French V or AP French V. While the work done in class is similar, the AP students have more extensive assignments to prepare for the challenging AP exam. This course, taught primarily in French, provides students with the opportunity to study in greater depth the history, culture, literature, and language of the Francophone world and the application of such study to contemporary living. While focusing on the AP themes, students in this course read French literature as well as contemporary publications

(newspaper, magazines), write formal and impromptu essays, respond orally to impromptu situations as well as provide cultural comparisons. Preparation for the exam includes intense grammar review, listening comprehension practice through the use of authentic audio and video, and the refinement of their speaking skills through continual class discussion and writing. Students prepare for the Advanced Placement Exam for college placement and credit. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Une fois pour toutes, Pearson (2008), Allons au-delà, Pearson (2012), and AP French, Pearson (2012).

221 – GERMAN I

GRADE 9-12

1 CREDIT

This course is intended for students who are beginning the study of German in high school. This course is intended for students who are beginning the study of German in high school. This course is communication-oriented to enable students who go to a German speaking country to have the basics needed for everyday conversation. Videos and the Internet will accompany the text to acquaint students with native speakers and culture. Students work individually, with partners, and in small groups to practice language skills. Roleplaying will put learners in real situations, and projects will reflect actual use of the language in daily life. The course focuses on active learning with numerous activities, games, multimedia presentations, and online learning that practices the skills necessary to master beginning-level German. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Portfolio Deutsch level 1, Klett Langenscheidt (2010)

222– GERMAN II

Prerequisite: German I

GRADE 10-12

1 CREDIT

This course is intended for students who have successfully completed German I. Students in this course will continue to continue to acquire and apply at a more advanced level the skills needed for communicating both orally and in writing. Videos, online exercises, songs, reading, writing, games, and small projects are all activities used to provide supplementary practice and application of skills and vocabulary being studied. Students learn a greater range of vocabulary and idioms for practical living, and travel situations and become more proficient in writing. As students are exposed to German traditions and holidays, they develop an appreciation for various aspects of the culture of the German-speaking countries. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Portfolio Deutsch level 2, Klett Langenscheidt (2010)

225 – GERMAN III**Prerequisite: German II****GRADE 11-12****1 CREDIT**

This course is intended for students who have successfully completed German II. Students in this course will continue to improve their language skills while maintaining a focus on communication. Students enhance their understanding of grammatical structures and learn more sophisticated ways to express themselves. Textbooks are supplemented with a range of materials and activities including magazine and online articles, videos, short stories, poetry, role-playing, games, and mini-projects. Students rely less on the more controlled situations presented in textbooks and become increasingly confident in using the language in spontaneous real-life situations. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Portfolio Deutsch level 3, Klett Langenscheidt (2010)

227 – GERMAN IV**Prerequisite: German III****229 AP GERMAN IV****Prerequisite: German III****GRADE 11-12****1 CREDIT**

This course is intended for students who have successfully completed German III. At this level, students can choose to enroll in either German IV or German AP IV. While the work done in class is similar, the AP students have more extensive reading and writing assignments to prepare for the challenging AP exam. All students will hear and speak German almost exclusively. They will continue to build their vocabulary base and put it to use in meaningful communication. Students will also review and refine the grammar learned in German I, II, and III. They will read literary works and magazines, write essays and stories, use the language lab for a wide variety of listening and online activities, and prepare themselves to act and react in impromptu situations both orally and in writing. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Portfolio Deutsch level 4, Klett Langenscheidt (2010) and Neue Blickwinkel: Wege zur Kommunikation, Wayside Publishing (2012)

211– ITALIAN I (South)**GRADE 9-12****1 CREDIT**

This course is intended for students who are beginning the study of Italian in high school. In this course, students are introduced to a variety of activities to develop the four communicative skills of speaking, listening, reading, and writing. Authentic materials, videos, audio, the Internet, and other technology-infused activities are used for students to further their language skills. Pair and group work provide students with multiple opportunities for language use. Students are introduced to the broad and various range of the Italian culture. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board

Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Forza 1, EMC Paradigm (2002)

212– ITALIAN II (South)

Prerequisite: Italian I

GRADE 10-12

1 CREDIT

This course is intended for students who have successfully completed Italian I. This course continues to provide students with a wide range of activities for developing and expanding vocabulary, conversation skills, and reading and writing abilities. Textbooks are supplemented with a range of materials and activities including magazine and online articles, games, music, videos, and mini-projects. Italian II continues to open up to the student the varied cultures and customs of the Italian world. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Forza 2, EMC Paradigm (2002)

213– ITALIAN III (South)

Prerequisite: Italian II

GRADE 11-12

1 CREDIT

This course is intended for students who have successfully completed Italian II. At this level, students will continue to improve their communicative language skills while maintaining a focus on communication. Students enhance their understanding of grammatical structure and learn more sophisticated ways to express themselves. Textbooks are supplemented with a range of materials and activities including magazine and online articles, videos, short stories, games, and mini-projects. Students become increasingly confident in using the language in real-life situations. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Forza 3, EMC Paradigm (2002)

214– ITALIAN IV (South)

Prerequisite: Italian III

230 – AP ITALIAN IV (South)

Prerequisite: Italian III

GRADE 11-12

1 CREDIT

This course is intended for students who have successfully completed Italian III. At this level, students can choose to enroll in either Italian IV or Italian AP IV. While the work done in class is similar, the AP students have more extensive reading, speaking, listening, and writing assignments to prepare for the Advanced Placement Exam. Students will hear and speak Italian almost exclusively. Students will also review and refine the grammar learned in Italian I, II, and III. They will read literary works as well as contemporary publications (newspaper, magazines), write formal and impromptu essays, complete oral assignments, and presentations. Students will improve listening comprehension through the use of authentic audio, online news, and movies and the refinement of their speaking skills through continual class practice, discussions, and recordings.

Students prepare for the Advanced Placement Exam for college placement and credit. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Ponti: Italiano Terzo Millennio, Cengage (2004), Villa-Sella: Ace the AP Italian Language and Culture Exam, Edizioni Farinelli (2012), Procopio-Demas, Cocchiara: Italiano Essenziale 3, AMSCO publications (2010)

216– LATIN I (SOUTH)

GRADE 9-12

1 CREDIT

This course is intended for students who are beginning the study of Latin in high school. Students acquire and apply (at a beginning level) the skills of reading, writing, and speaking Latin. Students demonstrate these skills individually and collaboratively in a variety of activities. Students begin to recognize idioms used by Roman authors, grammatical structure and syntactic principles. Students begin to explore the culture, history, and mythology of Ancient Romans and Greeks as well as some original Latin texts. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include the text *LATIN VIA OVID*, Goldman, WSU Press (1982), along with its student workbook.

217– LATIN II (SOUTH)

Prerequisite: Latin I

GRADES 10-12

1 CREDIT

This course is intended for students who have successfully completed Latin I. Students acquire and apply (at a more advanced level) the skills of reading, writing, and speaking Latin. They demonstrate these skills individually and collaboratively in a variety of classroom activities. Students continue to recognize idioms used by Roman authors, grammatical structure, and syntactic principles. Students continue to explore the culture, history, and mythology of the Ancient Romans and Greeks, and selective samplings of

Roman authors. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include the text *LATIN VIA OVID*, Goldman, WSU Press (1982) and its student workbook.

250 – LATIN III (SOUTH)

Prerequisite: Latin II or equivalent

GRADES 11-12

1 CREDIT

This course is intended for students who have successfully completed Latin II. In this Latin course, students read selections from Vergil's *Aeneid* as well as selections such as Horace's *Odes*, Catullus's

Carmina, Livy's *Ab Urbe Condita*, Cicero's *Orationes*, and others by various medieval and neo-Latin authors. Students concentrate on improving their knowledge of Latin vocabulary and advanced syntax. These works are closely scrutinized in terms of historical, social, and political relevance. Emphasis is also placed on Latin prose composition skills as well as oral Latin fluency. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include the text *LATIN VIA OVID*, Goldman, WSU Press (1982), along the PHARR text of Vergil's *Aeneid*, Books 1-6 (1998).

252 –LATIN IV (SOUTH)

Prerequisite: Latin III or equivalent

Grades 11-12

1 CREDIT

This course is intended for students who have successfully completed Latin III. In this Latin course, students will read course material which alternates between the Horace/Catullus cycle and the Vergil/Latin Literature cycle. In the Horace/Catullus cycle, students read selections from the *Odes* and *Carmina*, as well as selections from Cicero's *Orationes*. In the Vergil cycle, students read selections from various books of the *Aeneid*. Emphasis is placed on critical readings and thoughtful discussions of the text as well as an extensive review of all aspects of Latin grammar, vocabulary, cultural knowledge, and prose composition. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include selections from Vergil's *Aeneid*, Horace's *Odes*, Catullus' *Carmina*, Cicero's *Orations*, as well as Caesar's *Gallic War Commentaries* in etext format.

231– SPANISH I

GRADE 9-12

1 CREDIT

This course is intended for students who are beginning the study of Spanish in high school. Students are introduced to a rich variety of activities that develop the four communicative skills of speaking, listening, reading, and writing. Authentic materials, including video and audio recordings, and other visuals assist each student's learning. Pair and group work provide students with multiple opportunities for language use. Students are introduced to the broad and various range of the Hispanic culture. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Autentico, Savvas Learning, Co. 2018.

232– SPANISH II**Prerequisite: Spanish I****GRADE 9-12****1 CREDIT**

This course is intended for students who have successfully completed Spanish I. This course continues to provide students with a wide range of activities for developing and expanding vocabulary, conversation skills, and reading and writing abilities. The use of multimedia presentations and technology that enhance students' learning are an important part of the class. Spanish II continues to open up to the student the wide and varied cultures and customs of the Hispanic world. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Autentico, Savvas Learning, Co. 2018.

233– SPANISH III**Prerequisite: Spanish II****GRADE 9-12****1 CREDIT**

This course is intended for students who have successfully completed Spanish II. At this level, students continue to improve their language skills while maintaining a focus on communication. Students enhance their understanding of grammatical structure and learn more sophisticated ways to express themselves. Textbooks are supplemented with a range of materials and activities that may include magazine and online articles, videos, short stories, poetry, role-playing, games, and mini-projects. Students rely less on the more controlled situations presented in textbooks and become increasingly confident in using the language in real-life situations. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Realidades, Prentice Hall (2004).

234 - Spanish IV**Prerequisite: Spanish III****GRADE 10-12****1 CREDIT**

This course is intended for students who have successfully completed Spanish III. This course continues the activities of the preceding course with classes conducted primarily in Spanish. Students will acquire and apply their proficiencies in the language while increasing their knowledge of Hispanic peoples. Students will demonstrate their competencies individually and collaboratively in a variety of classroom activities with a concentration on Spanish conversation. The course includes a review of the structure of the language, a variety of cultural and literary readings, and multiple opportunities for oral and written expression. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentically sourced resources and teacher crafted activities, the textbook *Perspectivas*, Vista Higher Learning (2022) will be used.

235 - SPANISH V**Prerequisite: Spanish IV****GRADE 11-12****1 CREDIT**

This course is intended for students who have successfully completed Spanish III. Spanish IV and V are rotating courses with rotating syllabi. Students electing Spanish IV one year will have the opportunity to elect Spanish V the following year. These offerings are not duplication but present distinct course materials. Spanish IV and V continue the activities of the preceding course with classes conducted primarily in Spanish. Students will acquire and apply their proficiencies in the language while increasing their knowledge of Hispanic peoples. Students will demonstrate their competencies individually and collaboratively in a variety of classroom activities with a concentration on Spanish conversation. The course includes a review of the structure of the language, a variety of cultural and literary readings, and multiple opportunities for oral and written expression. These courses are not intended for AP preparation. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Conexiones, Prentice Hall (2002).

236 - HONORS SPANISH IV**Prerequisite Spanish III****GRADE 10-12****1 CREDIT**

This course is intended for students who have successfully completed Spanish III. Spanish IV and V are rotating courses with rotating syllabi. Students electing Spanish IV one year will have the opportunity to elect Spanish V the following year. These offerings are not duplication but present distinct course materials. Spanish IV and V continue the activities of the preceding course with classes conducted primarily in Spanish. Students will acquire and apply their proficiencies in the language while increasing their knowledge of Hispanic peoples. Students will demonstrate their competencies individually and collaboratively in a variety of classroom activities with a concentration on Spanish conversation. The course includes a review of the structure of the language, a variety of cultural and literary readings, and multiple opportunities for oral and written expression. These courses are not intended for AP preparation. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the WORLD LANGUAGE (CONTINUED) workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Perspectivas, Vista Higher Learning (2022).

238 – AP SPANISH V**Prerequisite: Spanish IV Honors****GRADE 11-12****1 CREDIT**

This course is intended for students who have successfully completed Honors Spanish IV. This course provides students with the opportunity to study in greater depth the history, culture, art, and language of the Hispanic world and its application to contemporary living. Students will read Hispanic literature as well as contemporary publications and write compositions in Spanish. Learners will accelerate their listening comprehension through the use of audio files and movies while refining their speaking skills through continual class practice, discussions, and recordings. Students prepare for the Advanced Placement Exam for college placement and credit. This class is conducted only in Spanish as a total immersion. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentic sourced resources, instructional support resources include Tesoro Literario, Glencoe Spanish (1997), Triángulo Aprobado 5th Edition, Wayside Publishing (2013), Una Vez Más, Savvas Learning Co (2009)

244 – SPANISH VI**Prerequisite: SPANISH V or AP Spanish V****GRADE 12****1 CREDIT**

This course is intended for students who have successfully completed Spanish V or Spanish V AP. This course continues the activities of the preceding course with classes conducted primarily in Spanish. Students will acquire and apply their proficiencies in the language while increasing their knowledge of Hispanic peoples. Students will demonstrate their competencies individually and collaboratively in a variety of classroom activities with a concentration on Spanish conversation. The course includes a review of the structure of the language, a variety of cultural and literary readings, and multiple opportunities for oral and written expression. This course is also available to aid in the preparation of AP Spanish Literature for students choosing to take that test. All Grosse Pointe Public School World Language units and lessons are aligned to State of Michigan and ACTFL (American Council on the Teaching of Foreign Languages) standards incorporating AP College Board Themes designed to prepare students for college, the workplace and to be lifelong learners with the appreciation of other cultures. In addition to authentically sourced resources and teacher crafted activities the textbook *Perspectivas*, Vista Higher Learning (2022) will be used.

SPECIAL PROGRAMS

INDEPENDENT STUDY STUDENT CENTER ENGLISH LANGUAGE LEARNER CLASS TUTORIAL CAREERS AND TECHNICAL PROGRAMS

934 – INDEPENDENT STUDY - FIRST SEMESTER .5 CREDIT

935 – INDEPENDENT STUDY - SECOND SEMESTER .5 CREDIT

Requirement: Teacher permission, Counselor support committee *or* Principal's designee approval

GRADE 9-12

The purpose of an independent study is to provide the eligible student with an opportunity for study beyond the available curriculum. Therefore, the credit for independent study will normally be scheduled over and above the minimum credit base of 6 credits and shall not include credit for study in course work currently available in the school day. The independent study must be for original work not already done for a previous class or program. Independent Study may be elected for a semester at a time by a qualified student in any subject area. The student will be assigned to work in the supervising teacher's classroom and will make frequent progress reports to that teacher.

A student cannot be considered for the program until the following requirements have been met:

1. The teacher selected shall hold certification in the area of study.
2. The student must submit to the Independent Study Committee or Principal's designee a clear, concise statement of the topic to be studied along with a detailed description of the study and how it will be done.
3. A completed Independent Study Contract should be submitted to the Independent Study Committee or the Principal's designee. The contract must be completed and signed by the parent, the teacher, the counselor, and the student.
4. At the end of the semester, the student will present the results of the independent study. This presentation may be in the form of a formal paper, project etc.

954A - STUDENT CENTER - 9th grade AVID - FIRST SEMESTER

Requirement: Recommendation of Counselor

.5 CREDIT

955A - STUDENT CENTER - 9th grade AVID - SECOND SEMESTER

Requirement: Recommendation of Counselor

. 5 CREDIT

The 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will

prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID Curriculum Books Used:

AVID College and Careers, AVID Elective Essentials for High School, AVID Writing for Disciplinary Literacy, AVID

Critical Thinking and Engagement, AVID Tutorial Guide, Critical Reading, Preparing for College

954 A-STUDENT CENTER - 10th grade AVID - FIRST SEMESTER

Requirement: Recommendation of Counselor

.5 CREDIT

955A - STUDENT CENTER - 10th grade AVID - SECOND SEMESTER

Requirement: Recommendation of Counselor

.5 CREDIT

The 10th grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID Curriculum Books Used:

AVID College and Careers, AVID Elective Essentials for High School, AVID Writing for Disciplinary Literacy, AVID Critical Thinking and Engagement, AVID Tutorial Guide, Critical Reading, Preparing for College

954A - STUDENT CENTER - 11th grade AVID - FIRST SEMESTER

Requirement: Recommendation of Counselor

.5 CREDIT

955A - STUDENT CENTER - 11th grade AVID - SECOND SEMESTER

Requirement: Recommendation of Counselor

.5 CREDIT

The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID Curriculum Books Used:

AVID College Readiness: Working with Sources Grades 11-12, AVID College and Careers, AVID Elective Essentials for High School, AVID Writing for Disciplinary Literacy, AVID Critical Thinking and Engagement, AVID Tutorial Guide, Critical Reading, Preparing for College

955 A - STUDENT CENTER - 12th grade AVID - FIRST SEMESTER**Requirement: Recommendation of Counselor****.5 CREDIT****955A - STUDENT CENTER - 12th grade AVID - SECOND SEMESTER****Requirement: Recommendation of Counselor****. 5 CREDIT**

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

AVID Curriculum Books Used:

AVID College Readiness: Working with Sources Grades 11-12, AVID College and Careers, AVID Elective Essentials for High School, AVID Writing for Disciplinary Literacy, AVID Critical Thinking and Engagement, AVID Tutorial Guide, Critical Reading, Preparing for College

956 – ENGLISH LANGUAGE LEARNER**Requirement: Teacher approval****GRADE 9-12****1 CREDIT**

This course is designed for students who have limited English proficiency. English listening, speaking, reading and writing skills are developed. Up to 4 years (4 credits) of ELL may be taken. Other ELL credits can be taken as English electives.

Note: Foreign exchange students may be eligible to take this class based on their English proficiency level. Newly arrived limited English proficient students (including those entering 12th grade) should expect to take at least two years to complete all graduation requirements.

961 – CLASS TUTORIAL – FIRST SEMESTER**962 – CLASS TUTORIAL – SECOND SEMESTER****GRADE 9-12****NO CREDIT**

A tutorial is a time for students to work on assignments and get assistance in specific subject areas. Students are assigned to a room where daily attendance is taken. Teachers provide tutoring services.

CAREERS AND TECHNICAL EDUCATION PROGRAMS

Career Technical Education (CTE) in Grosse Pointe Public Schools provides students of all ages with the **academic** and **technical** skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE programs offer students a sequence of courses that provide rigorous content aligned with challenging academic standards as well as relevant technical knowledge and skills needed to prepare students for both further education and careers in current or emerging professions. These programs often include an industry-recognized credential, a certificate, or articulated college credit.

| Career and Technical Education Career Cluster | Courses |
|--|--|
| Business Administration, Management and Operations | Business Explorations Business Management Information Processing & Digital Technology I Information Processing & Digital Technology II |
| Computer and Information Systems Security/Information Assurance | Cybersecurity I Cybersecurity II Advanced Cybersecurity |
| Cooking and Related Culinary Art | Foods and Pastries Global Foods Culinary Arts Advanced Culinary Arts The Art of Pastry and Dessert Preparation |
| Digital Multimedia and Information Resources Design | Computer Graphics I Computer Graphics II Computer Graphics III Computer Graphics IV Computer Graphics V Computer Graphics VI |
| Finance and Financial Management Services | Accounting I, II, III Business Finance Honors Accounting |
| Marketing, Sales and Service, and Entrepreneurship | Advertising Marketing I Marketing II Marketing III Small Business Sports and Entertainment Marketing |
| Radio and Television Broadcasting | Television Production I Television Production II Television Production III Television Production IV Television Production V Television Production VI Television Production VII Television Production VIII |

CAREERS AND TECHNICAL PROGRAMS THROUGH OTHER AGENCIES

Career and Technical Programs are available to Grosse Pointe Students through the Golightly Center, the Southeast and Southwest Macomb Area High School Consortiums, and other programs as needed beginning in grade 11. Enrollment is limited. See the counselor for more information.

GOLIGHTLY CAREER AND TECHNICAL CENTER PROGRAMS ARE AS FOLLOWS:

| | | |
|---|---|---|
| Trade & Industry Agriscience (Horticulture/Floriculture) Automotive Body Repair Automotive Service Technology Computer-Aided Drafting Welding and Cutting | Business Services & Technology Academy of Travel and Tourism Academy of Information Technology (AOIT) Call Center | Food Management, Production And Services Hospitality and Food Meat Cutting and Charcuterie |
|---|---|---|

Golightly requires an overall GPA of 2.0 or better with a good attendance record as part of its admission requirements.

Students' updated Educational Development Plan (EDP) through Naviance needs to demonstrate the career pathway alignment with the requested vocational program application for Golightly and both the Southeast and Southwest consortium programs.

For these programs, students must provide their own transportation.

Enrollment is limited and not guaranteed. Please contact your counselor or the Grosse Pointe Public Schools' Transition Services located at North High School for additional information.

A **Career Technical Education Program Offerings** book is available upon request

SOUTHEAST MACOMB CONSORTIUM CLASSES ARE AS FOLLOWS:

| Course | Location |
|--|---|
| Auto Body | Roseville |
| Automotive Service Technology | Lakeview, South Lake, East Detroit |
| Building Trades | Roseville |
| Cosmetology – class time 2-5:30 PM (extended summer hours) | See Southwest consortium list below. |
| Dental Assisting I & II | Lake Shore |
| Design Studio w/Interior Design & Catia Software | Lake Shore |
| Drafting/CAD | Harper Woods |
| Drafting & Design | Lakeview, Roseville |
| Electronics – Basic | Lakeview |
| Health Occupations & Pre-medical Careers | East Detroit, Lake Shore |
| Hospitality Services I | East Detroit |
| Hospitality Services*Pre-requisite requirement | South Lake |
| Hospitality Services I & II | Roseville |
| Law Enforcement I & II | East Detroit (I also in Southwest Consortium) |
| Manufacturing Technology / Machine Trades | East Detroit, Roseville |
| Trade and Industry Electronics | Lakeview |

SOUTHWEST MACOMB CONSORTIUM CLASSES ARE AS FOLLOWS:

| Course | Location |
|---|--|
| Automotive Technology | Fitzgerald High School, Van Dyke |
| Building Construction Technology | Fitzgerald High School, Van Dyke |
| Building Trades | Van Dyke |
| Cosmetology I & II Class time 2-5:30 PM (extended summer hours) | Warren Woods Tower HS and Wrn Wds Ed Ctr |
| Drafting/CAD | Center Line, Van Dyke |
| Emergency Medical Technician | Center Line |
| Health Information Services | Warren Woods Tower High School |
| Law Enforcement * Recommendations required | Center Line |
| Manufacturing Technology | Center Line, Van Dyke |
| Medical Office Assistant | Warren Woods Tower High School |
| Nursing | Warren Woods Tower High School |
| Pharmacy Technology | Fitzgerald High School |
| 3-D Animation | Center Line High School |
| Visual Imaging/Graphics | Center Line |

For consortium programs, students must provide their own transportation.

Enrollment is limited. Please contact your counselor or the Grosse Pointe Schools Transition Services Department located at North High School for additional information.

SPECIAL EDUCATION

An Individualized Educational Planning Team (IEPT) determines the programs and services for each student while considering the least restrictive environment. Consideration will be given to provide the appropriate classes to meet the student's educational and post-secondary needs. All classes below have as a requirement; recommendation through the IEPT process. **Courses, and location of courses, listed below are subject to change based on individual student needs.**

WORK BASED LEARNING OPPORTUNITIES (North and South)

Classes for 11th grade thru postsecondary unless otherwise specified

686-1 – WORK BASED LEARNING - SEMESTER ONE

.5 CREDIT

686-2 – WORK BASED LEARNING - SEMESTER TWO

.5 CREDIT

LEARNING RESOURCE CENTER (LRC)

940 – LEARNING SKILLS - SEMESTER ONE

.5 CREDIT

941 – LEARNING SKILLS - SEMESTER TWO

.5 CREDIT

The purpose of the program is to assist students who have been identified through the IEPT process as needing supports of an LRC teacher. The LRC class will develop skills that are needed for school success while also addressing Individual IEP goals and objectives.

Adjusted Learning Program (North and South) **Classes for 9-12th grade unless otherwise specified**

181 ALP English
183 ALP School Study Skills (semester)
186 ALP Social Studies
187 ALP US History
189 ALP Functional Math
190 ALP Civics
193 ALP Science
680 ALP Pre-Vocational Training (semester) (grades 9-12)
681 ALP Pre-Vocational Training (grades 9-12)
682 ALP In-School Work Experience (semester) (grades 9-12)
683 ALP In-School Work Experience (grades 9-12)
684 ALP Work Study (grade 12)
808 ALP Culinary Arts
981 ALP Independent Study (semester)
982 ALP Independent Study
988 ALP Physical Education (adapted PE)
989 ALP Music
992 ALP Independent Living Skills

The purpose of the ALP program is to assist students who have been identified through the IEPT process as needing content area classes taught by a special education teacher. This program combines academic and vocational experiences while addressing individual IEP goals and objectives.

Adjusted Studies Program

The purpose of the Adjusted Study Program is to assist students who have been identified through the IEP process as needing support in both academic and social emotional areas. Students taking courses in this program work on individual goal and objectives as developed through the IEPT process.

| | | |
|------|---------------------------|------------|
| 035 | STUDY SKILLS | (semester) |
| 039 | COPING SKILLS | (year) |
| 040 | STUDY SKILLS | (year) |
| 1042 | IN SCHOOL WORK EXPERIENCE | (year) |

Independent Learning Options

The purpose of the ILO program is to assist **post-secondary** age students that have been identified through the IEPT process, as needing continued work in areas including independent living and work skills. These activities may be located at the high school, the community setting or in other natural community settings which are supervised by GPPS staff. The curriculum focuses on life skills, vocational skills and community-based work experiences as well as addressing individual goals and objectives.

All courses are two semesters and one credit.

| | | |
|-----|-------------------------------|------------|
| 041 | ILO FUNCTIONAL READING | |
| 042 | ILO FUNCTIONAL MATH | |
| 043 | ILO STUDY SKILLS | |
| 054 | ILO RESOURCE CENTER | |
| 058 | ILO MUSIC CONCEPTS | (SEMESTER) |
| 059 | ILO PHYSICAL FITNESS | |
| 079 | ILO INDEPENDENT LIVING SKILLS | |
| 082 | ILO IN SCHOOL WORK EXPERIENCE | |

| P= Pre-Requisites | | | | R=Requirement | | | | REC= Recommended | | | | | | |
|-------------------|------|----------------------------|-----|---------------|---|----|---|-----------------------------------|-----------|--------------------------|-----|--------|---|----|
| Art | | | CR | Grades | | | | Business and Technology Education | | | CR | Grades | | |
| | 700 | ART HISTORY | 0.5 | 9 | - | 12 | | | 600 | Business Exploration | 0.5 | 9 | - | 10 |
| | 701 | ART AND DESIGN I | 0.5 | 9 | - | 12 | | | 601 | SMALL BUS. | 0.5 | 10 | - | 12 |
| P | 701B | ART AND DESIGN II | 0.5 | 9 | - | 12 | | | 601 -Q | SMALL BUS. Q | 0.5 | 10 | - | 12 |
| | 704 | ART FOR JUNIOR AND SENIORS | 0.5 | 9 | - | 12 | | | 607 | ACCTNG. I | 0.5 | 9 | - | 12 |
| P | 705 | CERAMICS I | 0.5 | 9 | - | 12 | P | | 608 | ACCTNG II | 0.5 | 9 | - | 12 |
| P | 706 | CERAMICS II | 0.5 | 9 | - | 12 | P | | 609 | ACCTNG III | 0.5 | 10 | - | 12 |
| P | 707 | CERAMICS III | 0.5 | 9 | - | 12 | | | 611 | HONORS ACCTNG (NORTH)) | 0.5 | 10 | - | 12 |
| P | 708 | CERAMICS IV | 0.5 | 9 | - | 12 | | | 611 B | HONORS ACCTNG II (NORTH) | 0.5 | 10 | - | 12 |
| P | 709 | CERAMICS V | 0.5 | 9 | - | 12 | P | | 614 | BUS. COOP/INTERN | | | - | 12 |
| P | 710 | CERAMICS VI | 0.5 | 9 | - | 12 | | | 615 | MARKETING I | 0.5 | 9 | - | 12 |
| P | 711 | DRAW. AND PTG I | 1 | 9 | - | 12 | | P | 615 B | MARKETING I B | 0.5 | 9 | - | 12 |
| P | 712 | DRAW. AND PTG II | 1 | 9 | - | 12 | | P | 616 | MARKETING II | 0.5 | 11 | - | 12 |
| P | 713 | DRAW. AND PTG III | 1 | 9 | - | 12 | | | 616 Q | MARKETING II q | 0.5 | 11 | - | 12 |
| P | 714 | DRAW. AND PTG IV | 1 | 9 | - | 12 | | | 619 | BUS. LAW | 0.5 | 10 | - | 12 |
| | 715 | COMP GRAPH I | 0.5 | 9 | - | 12 | | P | 626 | MKTG COO/INTERN | | | - | 12 |
| P | 716 | COMP GRAPH II | 0.5 | 9 | - | 12 | | P | 627 | MARKETING III | 0.5 | 11 | - | 12 |
| P | 717 | COMP GRAPH III | 0.5 | 10 | - | 12 | | | 628 | ADVERTISING | 0.5 | 10 | - | 12 |
| P | 718 | COMP GRAPH IV | 0.5 | 10 | - | 12 | | | 628 Q | ADVERTISING Q | 0.5 | 11 | - | 12 |
| P | 727 | COMP GRAPH V | 0.5 | 10 | - | 12 | | | 629 | SPORTS & ENT MKTG | 0.5 | 9 | - | 12 |

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|----|-----|---|-----|--------|---|----|--|---|-------------------------------------|-----------------------------------|-----|--------|---|----|
| P | 728 | COMP GRAPH VI | 0.5 | 10 | - | 12 | | | 629 B | SPORTS & ENT MTG B | 0.5 | 10 | - | 12 |
| P | 733 | 3-D DESIGN: METALS I | 0.5 | 9 | - | 12 | | | 629 Q | SPORTS & ENT MKTG Q | 0.5 | 11 | - | 12 |
| P | 734 | 3-D DESIGN: METALS II | 0.5 | 9 | - | 12 | | | 643 | BUS MANAGEMENT | 0.5 | 11 | - | 12 |
| P | 735 | 3-D DESIGN: METALS III | 0.5 | 9 | - | 12 | | | 644 | FINANCE & INVESTING | 0.5 | 11 | - | 12 |
| P | 736 | 3-D DESIGN: METALS IV | 0.5 | 9 | - | 12 | | | COMPUTER COURSES | | CR | GRADES | | |
| R | 737 | PHOTO I (DSLR CAMERA) | 1 | 10 | - | 12 | | | | | | | | |
| P | 738 | PHOTO II | 1 | 10 | - | 12 | | | 612 | BUSINESS COMPUTER TECHNOLOGIES I | 0.5 | 9 | - | 12 |
| P | 740 | FIGURATIVE ARTS I | 0.5 | 9 | - | 12 | | | 613 | BUSINESS COMPUTER TECHNOLOGIES II | 0.5 | 9 | - | 12 |
| P | 741 | FIGURATIVE ARTS II | 0.5 | 9 | - | 12 | | P | 613 | INFO PROC-DIG TECH II | 0.5 | 9 | - | 12 |
| P | 742 | FIGURATIVE ARTS III | 0.5 | 9 | - | 12 | | | | | | | | |
| P | 743 | FIGURATIVE ARTS IV | 0.5 | 9 | - | 12 | | | TECHNOLOGY EDUCATION COURSES | | CR | GRADES | | |
| P | 744 | AP STUDIO ART:DRAWING | 1 | | | 12 | | | | | | | | |
| P | 745 | AP STUDIO ART: 2-D DSGN COMPUTER GRAPHICS | 1 | | | 12 | | | 852 | SM ENG RP (SOUTH) | 0.5 | 9 | - | 12 |
| P | 746 | AP STUDIO ART: 2D DSG PHOTO | 1 | | | 12 | | | 861 | ENG GRPH I (SOUTH) | 1 | 9 | - | 12 |
| P | 747 | AP STUDIO ART: 3D DESIGN | 1 | | | 12 | | P | 862 | ENG GRPH II (SOUTH) | 1 | 10 | - | 12 |
| P | 749 | 3-D DSGN: SCULPTURE I | 0.5 | 9 | - | 12 | | P | 865 | ENG GRPH III (SOUTH) | 1 | 11 | - | 12 |
| P | 750 | 3-D DSGN: SCULPTURE II | 0.5 | 9 | - | 12 | | P | 866 | ENG GRPH IV (SOUTH) | 1 | 11 | - | 12 |
| P | 756 | 3-D DSGN: SCULPTURE III | 0.5 | 9 | - | 12 | | P | 867 | ARCH I (SOUTH) | 1 | 9 | - | 12 |
| P | 758 | 3-D DSGN: SCULPTURE IV | 0.5 | 9 | - | 12 | | | 868 | SURVEY OF CAD (SOUTH) | 0.5 | 9 | - | 12 |
| | | | | | | | | P | 869 | ARCH II (SOUTH) | 1 | 10 | - | 12 |
| | | | | | | | | R | 876 | TRD & IND CP 1 | 1 | | - | 12 |
| | | | | | | | | P | 880 | ARCH III (SOUTH) | 1 | 10 | - | 12 |
| | | ENGLISH | CR | GRADES | | | | | | | | | | |
| | 101 | FRESH ENGLISH | 1 | 9 | - | | | | FAMILY AND COMSUMER SCIENCES | | | | | |
| | 103 | FRESH ENG HON | 1 | 9 | - | | | | | | | | | |
| | 105 | LIT/CULTURE & HUM | 1 | 11 | - | 12 | | | 826 | IND LIV WITH PERSONAL FINANCE I | 0.5 | 11 | - | 12 |
| | 106 | JOURNALISM | 1 | 9 | - | 12 | | | 828 | IND LIV WITH PERSONAL FINANCE II | 0.5 | 11 | - | 12 |
| PR | 107 | ADV JRL I | 1 | 10 | - | 12 | | P | 831 | MED AD AM Co-op | 1 | | | 12 |
| PR | 108 | ADV JRL II | 1 | 10 | - | 12 | | P | 834 | MED AD PM Co-op | 1 | | | 12 |
| PR | 109 | ADV JRL III | 1 | 10 | - | 12 | | | | | | | | |
| | 110 | RDG & WRTG THRU ATHL (SOUTH) | 0.5 | 10 | - | 12 | | | | | | | | |
| R | 111 | READ WRKSP | 0.5 | 10 | - | 12 | | | HEALTH | | CR | GRADES | | |
| | 112 | EXPL IN RDG | 0.5 | 10 | - | 12 | | R | 920 | HEALTH ED FP | 0.5 | 9 | - | 12 |
| | 113 | HONORS JOURNALISM | 1 | 9 | - | 12 | | | | | | | | |
| R | 114 | ENG: FRESH ASSIST | 1 | 9 | - | 12 | | | INTERDEPARTMENTAL | | CR | GRADES | | |
| | 115 | MYTHOLOGY | 0.5 | 10 | - | 12 | | | | | | | | |

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|---|-----------------------------|-------------------------|-----|--------|---|----|--|------------------------------------|-----|-------------------------------------|-------|--------|---|----|
| | 116 | SPEECH | 0.5 | 10 | - | 12 | | P | 001 | BEGINNING PROGRAMMING | | | | |
| | 117 | FILM LIT | 0.5 | 10 | - | 12 | | P | 002 | ADV PROG I | | | | |
| | 118 | SHAKESPEARE | 0.5 | 11 | - | 12 | | P | 003 | ADV PROG II | | | | |
| | 122 | EXPOS WRTG | 0.5 | 10 | - | 12 | | P | 004 | ADV PROG III | | | | |
| R | 123 | CR WRTG | 0.5 | 9 | - | 12 | | P | 013 | AP Computer Sci Principles (PILOT) | 1 | 10 | - | 12 |
| R | 124 | ADV CR WRTG | 0.5 | 10 | - | 12 | | P | 014 | AP Computer Sci A (PILOT) | 1 | 10 | - | 12 |
| R | 145 | AP ENG LIT & COMP | 1 | 11 | - | 12 | | | 005 | STEM: Bots, Coding and Apps (PILOT) | 0.5 | 10 | - | 12 |
| | 162 | AM LIT & COMP | 1 | 10 | - | 12 | | | 091 | INNOVATIVE TECHNOLOGY (PILOT) | 0.5 | 9 | - | 12 |
| | 163 | AM LIT & COMP HNR | 1 | 10 | - | 12 | | P | 092 | INNOVATIVE DESIGN (PILOT) | 0.5 | 9 | - | 12 |
| | 164 | BRIT LIT & COMP | 1 | 10 | - | 12 | | P | 093 | INNOVATIVE CREATION (PILOT) | 0.5 | 10 | - | 12 |
| | 172 | YEARBOOK JRNL (NORTH) | 1 | 10 | - | 12 | | P | 094 | INNOVATIVE CAPSTONE (PILOT) | 0.5 | 10 | - | 12 |
| | 173 | PIC LIT | 0.5 | 11 | - | 12 | | P | 095 | CYBERSECURITY I (PILOT) | 0.5 | 10 | - | 12 |
| | 174 | POW OF LANG | 1 | 11 | | | | P | 096 | CYBERSECURITY II (PILOT) | 0.5 | 10 | - | 12 |
| R | 175 | DEBATE | 0.5 | 9 | - | 12 | | P | 097 | ADV CYBERSECURITY (PILOT) | 0.5 | 11 | - | 12 |
| R | 176 | ADV DEBATE I | 0.5 | 10 | - | 12 | | | | | | | | |
| R | 177 | ADV DEBATE II | 0.5 | 10 | - | 12 | | | | | | | | |
| R | 191 | THEORY OF LEARNING | 0.5 | 9 | - | 12 | | | | | | | | |
| | 197 | AP ENG LANG & COMP | 1 | 11 | - | 12 | | MATHEMATICS | | | CR | GRADES | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | Essentials of mathematics sequence | | | | | | |
| | | | | | | | | | | | | | | |
| | FAMILY AND CONSUMER SCIENCE | | CR | GRADES | | | | PR | 310 | ALGEBRA I SUPPORT | 0.5-1 | 9 | - | 12 |
| | 800 | FOODS AND PASTRIES | 0.5 | 9 | - | 12 | | P | 318 | ALGEBRA I | 1 | 9 | - | 12 |
| | 801 | FASHION DSGN I | 0.5 | 9 | - | 12 | | P | 319 | ALGEBRA II | 1 | 9 | - | 12 |
| P | 802 | FASHION DSGN II | 0.5 | 9 | - | 12 | | PR | 332 | INT ALGEBRA AND TRIGONOMETRY | 1 | 9 | - | 12 |
| P | 803 | FASHION DSGN III | 0.5 | 9 | - | 12 | | PR | 339 | GEOMETRY SUP | 0.5-1 | 9 | - | 12 |
| P | 804 | FASHION DSGN IV | 0.5 | 9 | - | 12 | | P | 350 | GEOMETRY | 1 | 9 | - | 12 |
| P | 805 | GLOBAL FOODS | 0.5 | 10 | - | 12 | | College Preparatory sequence | | | | | | |
| P | 811 | CULINARY ARTS | 1 | 9 | - | 12 | | | | | | | | |
| P | 813 | ADV CULINARY ARTS | 1 | 11 | - | 12 | | PR | 307 | ALG I CP | 1 | 9 | - | 12 |
| P | 814 | CULINARY ARTS CO-OP | 1 | | - | 12 | | PR | 316 | GEO CP | 1 | 9 | - | 12 |
| | 815 | ART OF PASTRY & DESSERT | 0.5 | 9 | - | 12 | | PR | 320 | ALG I CP SUPP | 1 | 9 | - | 12 |
| | 824 | INTERIOR DESIGN | 0.5 | 9 | - | 12 | | PR | 322 | ALG II CP | 1 | 9 | - | 12 |
| | 836 | CHILD CARE SERVIES | 1 | 9 | - | 12 | | P | 327 | STAT | 0.5 | 9 | - | 12 |
| | 825 | CH DEV & PARENTING | 0.5 | 9 | - | 12 | | PR | 342 | PRE-CALC | 1 | 9 | - | 12 |
| | | | | | | | | P | 360 | INTRO CALC | 0.5 | 9 | - | 12 |
| | | | | | | | | HONORS MATHEMATICS SEQUENCE | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | 330 | HONORS GEO | 1 | 9 | - | 12 |
| | | | | | | | | | 335 | HON ALG II | 1 | 9 | - | 12 |
| | | | | | | | | | 346 | HON PRE-CALC | 1 | 9 | - | 12 |

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|----|--------------------------------------|------------------------|-----|----|----|--------|-----|--|-----------------------------|-----|--------|--------|----|
| | | | | | | | | 358 | AP CALC AB | 1 | 9 | - | 12 |
| | | | | | | | | 359 | AP CALC BC | 1 | 9 | - | 12 |
| | | | | | | | | 349 | INTRO CALC | 1 | 9 | - | 12 |
| | PERFORMING ARTS | | | | | | | SCIENCE | | | CR | GRADES | |
| | Instructional Music | | | | | | | Elective Courses Biological Science | | | | | |
| PR | 752 | CONCERT BAND | 1 | 9 | - | 12 | REC | 445 | AP BIOLOGY | 1 | 11 | - | 12 |
| R | 753 | SYMPHONY ORCH | 1 | 9 | - | 12 | REC | 450 | ENVIR SCI | 1 | 10 | - | 12 |
| R | 754 | SYMPHONY BAND | 1 | 9 | - | 12 | REC | 451 | AP ENVIR. SCI | 1 | 11 | - | 12 |
| R | 754 WE | WIND ENSEMBLE (PILOT) | 1 | 9 | - | 12 | REC | 487 | INVEST. IN MED (SOUTH) | 0.5 | 11 | - | 12 |
| PR | 757 | CONCERT ORCHES. | 1 | 9 | - | 12 | REC | 491 | PHYSIOLOGY | 0.5 | 10 | - | 12 |
| | | | | | | | REC | 492 | MICRO BIO | 0.5 | 10 | - | 12 |
| | | | | | | | REC | 442 | ZOOLOGY | 0.5 | 10 | - | 12 |
| | Choral Music | | | | | | REC | 493 | APPL MED RESEARCH(NORTH) | 1 | | | 12 |
| | 766 | CHOIR-B SPRNO/ALTO | 1 | 9 | - | 12 | | | | | | | |
| | 767 | CHOIR B TENOR & BASS | 1 | 9 | - | 12 | | Elective Courses-Physical Science | | | | | |
| R | 768 | CHOIR INTER/MIXED | 1 | 10 | - | 12 | REC | 413 | AP CHEM | 1 | 11 | - | 12 |
| R | 769 | CHOIR ADV. WOMEN | 1 | 10 | - | 12 | REC | 416 | FORENSIC SCIENCE | 0.5 | 10 | - | 12 |
| R | 770 | CHOIR ADV. MIXED | 1 | 11 | - | 12 | REC | 415 | INTRO TO ORG CHEM | 1 | 11 | - | 12 |
| | 782 | CHOIR- CONCERT (PILOT) | 1 | 9 | - | 12 | REC | 423 | AP PHYSICS | 1 | | | 12 |
| | Music Theory & Technology | | | | | | REC | 450 | ENVIR SCI | 1 | 10 | - | 12 |
| | 772 | MUSIC TH I | 0.5 | 9 | - | 12 | REC | 451 | AP ENV. SCI | 1 | 11 | - | 12 |
| P | 773 | MUSIC TH II | 0.5 | 9 | - | 12 | | 486 | GEOLOGY (SOUTH) | 1 | 11 | - | 12 |
| P | 774 | MUSIC TH III | 0.5 | 9 | - | 12 | REC | 494 | ASTRONOMY | 0.5 | 10 | - | 12 |
| P | 775 | MUSIC TH IV | 0.5 | 9 | - | 12 | REC | 499 | ADV TOP ASTRONOMY | 0.5 | 10 | - | 12 |
| | 776 | MUSIC TECH I | 0.5 | 9 | - | 12 | REC | 493 | APP MED RESEARCH (NORTH) | 1 | | | 12 |
| P | 777 | MUSIC TECH II | 0.5 | 10 | - | 12 | | | | | | | |
| P | 779 | MUSIC TECH III | 0.5 | 11 | - | 12 | | | | | | | |
| | | | | | | | | Foundational Courses | | | | | |
| | Piano | | | | | | REC | 404 | HON BIO | | | | |
| | 781 | PIANO I | 0.5 | 9 | - | 12 | | 405 | BIOLOGY-limited avail. | | | | |
| | | | | | | | | 407 | EARTH SCIENCE | | | | |
| | Acting | | | | | | REC | 408 | HONE EARTH SC | | | | |
| | 786 | DRAMA I | 0.5 | 9 | - | 12 | REC | 411 | HON SHEM | | | | |
| R | 787 | DRAMA II | 0.5 | 9 | - | 12 | REC | 412 | CHEM | | | | |
| R | 790 | DRAMA III | 0.5 | 10 | - | 12 | REC | 421 | HON PHYS | | | | |
| | | | | | | | REC | 421 | PHYSICS | | | | |
| | PHYSICAL EDUCATION | | | | CR | GRADES | | | | | | | |
| | | | | | | | | SOCIAL STUDIES | | | | | |
| | 916 | INTO TEAM SPORTS | 1 | 9 | - | | | | | CR | GRADES | | |
| | 917 | ONTO LIFETIME LEAS. | 1 | 9 | - | | | Required Courses | | | | | |
| | 908 | TEAM SPORTS-ADV | 0.5 | 10 | - | 12 | | 511 | US HIST & GEO | 1 | 10 | - | 12 |
| | 909 | WGHT/STRGTH TR. | 0.5 | 10 | - | 12 | | 512 | AP US HIST | 1 | 10 | - | 12 |
| | | | | | | | | 523 | ECON | 0.5 | 10 | - | 12 |
| | | | | | | | | 572 | WORLD HIST & GEO | 1 | 9 | - | 10 |
| | TELEVISION PRODUCTION | | | | | | | 573 | HON. WORLD HIST & GEO | 1 | 9 | - | |
| | 793 | TV PROD I | 0.5 | 9 | - | 12 | | 574 | GOVT | 0.5 | 10 | - | 12 |
| P | 794 | TV PROD II | 0.5 | 9 | - | 12 | | | | | | | |
| P | 795 | TV PROD III | 0.5 | 10 | - | 12 | | Elective Courses | | | | | |

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|------------------|----------|----------------------------------|-----|--------|---|----|--|-----------------------------------|-------|--------------------|-----|----|--------|----|
| P | 796 | TV PROD IV | 0.5 | 10 | - | 12 | | | 504 | AP EUR HIST | 1 | 11 | - | 12 |
| P | 797 | TV PROD V | 0.5 | 10 | - | 12 | | | 515 | EXP. GLOB ISS | 0.5 | 11 | - | 12 |
| P | 798 | TV PROD VI | 0.5 | 10 | - | 12 | | | 522 | AP US GOVT & POL | 0.5 | 11 | - | 12 |
| P | 798 VII | TV PROD VII | 0.5 | 10 | - | 12 | | | 525 | SOCIOLOGY | 0.5 | 10 | - | 12 |
| P | 798 VIII | TV PROD VIII | 0.5 | 10 | - | 12 | | | 526 | AP MIC ECON | 0.5 | 11 | - | 12 |
| | | | | | | | | | 527 | AP MA ECON | 0.5 | 11 | - | 12 |
| WORLD LANGUAGE | | | CR | GRADES | | | | | 536 | AM LEG SYS | 0.5 | 11 | - | 12 |
| | | | | | | | | | 570 | AP PSYCHOLOGY | 0.5 | 11 | - | 12 |
| P | 201 | FRENCH II | 1 | 9 | - | 12 | | | 571 | PSYCHOLOGY | 0.5 | 10 | - | 12 |
| P | 203 | FRENCH II | 1 | 9 | - | 12 | | | 576 | ANTHROPOLGY | | | | |
| P | 206 | FRENCH III | 1 | 9 | - | 12 | | | | | | | | |
| P | 208 | FRENCH IV | 1 | 11 | - | 12 | | | | | | | | |
| P | 210 | FRENCH V | 1 | 11 | - | 12 | | SPECIAL EDUCATION | | | | CR | GRADES | |
| P | 205 | HONORS FRENCH IV | 1 | 11 | - | 12 | | Work Based Learning Opportunities | | | | | | |
| P | 204 | AP FRENCH V | 1 | 11 | - | 12 | | | | | | | | |
| | 221 | GERMAN I | 1 | 9 | - | 12 | | | 686-1 | Work based | 0.5 | 11 | - | 12 |
| P | 222 | GERMAN II | 1 | 10 | - | 12 | | | 686-2 | Work based | 0.5 | 11 | - | 12 |
| P | 225 | GERMAN III | 1 | 11 | - | 12 | | | | | | | | |
| P | 227 | GERMAN IV | 1 | 11 | - | 12 | | Learning Resource Center | | | | | | |
| P | 229 | AP GERMAN IV | 1 | 11 | - | 12 | | R | 940 | LRN SKILL S 1 | 0.5 | 9 | - | 12 |
| | 211 | ITALIAN I | 1 | 9 | - | 12 | | R | 941 | LRN SKILL S 2 | 0.5 | 9 | - | 12 |
| P | 212 | ITALIAN II | 1 | 10 | - | 12 | | | | | | | | |
| P | 213 | ITALIAN III | 1 | 11 | - | 12 | | | | | | | | |
| P | 214 | ITALIAN IV | 1 | 11 | - | 12 | | Adjusted Learning Program | | | | | | |
| P | 230 | AP ITALIAN IV | 1 | 11 | - | 12 | | R | 181 | ALP ENG | 1 | 9 | - | 12 |
| | 216 | LATIN I SOUTH | 1 | 9 | - | 12 | | R | 183 | ALP SCH ST | 0.5 | 9 | - | 12 |
| P | 217 | LATIN II SOUTH | 1 | 10 | - | 12 | | R | 186 | ALP SOC ST | 1 | 9 | - | 12 |
| P | 250 | LATIN III SOUTH | 1 | 11 | - | 12 | | R | 187 | ALP US HIST | 1 | 9 | - | 12 |
| P | 252 | LATIN IV SOUTH | 1 | 11 | - | 12 | | R | 189 | ALP FUNS MATH | 1 | 9 | - | 12 |
| | 231 | SPANISH I | 1 | 9 | - | 12 | | R | 190 | ALP CIVICS | 1 | 9 | - | 12 |
| P | 232 | SPANISH II | 1 | 9 | - | 12 | | R | 193 | ALP SCIENCE | 1 | 9 | - | 12 |
| P | 233 | SPANISH III | 1 | 9 | - | 12 | | R | 680 | ALP PRE VOC | 0.5 | 9 | - | 12 |
| P | 234 | SPANISH IV | 1 | 10 | - | 12 | | R | 681 | ALP PRE VOC | 1 | 9 | - | 12 |
| P | 235 | SPANISH V | 1 | 11 | - | 12 | | R | 682 | ALP/SCH WK EXP | 0.5 | 9 | - | 12 |
| P | 236 | HONOR SPAN IV | 1 | 10 | - | 12 | | R | 683 | ALP/SCH WK EXP | 1 | 9 | - | 12 |
| P | 238 | AP SPAN V | 1 | 11 | - | 12 | | R | 684 | ALP WRK ST | 1 | | - | 12 |
| | | | | | | | | R | 808 | ALP CUL ART | 1 | 9 | - | 12 |
| | | | | | | | | R | 981 | ALP IN STD | 0.5 | 9 | - | 12 |
| SPECIAL PROGRAMS | | | CR | GRADES | | | | R | 982 | ALP IN STD | 1 | 9 | - | 12 |
| | | | | | | | | R | 988 | ALP PHY ED (AD-PE) | 1 | 9 | - | 12 |
| R | 934 | IND ST S1 | 0.5 | 9 | - | 12 | | R | 989 | ALP MUSIC | 1 | 9 | - | 12 |
| R | 935 | IND ST S 2 | 0.5 | 9 | - | 12 | | R | 992 | ALP IN LIV SKILL | 1 | 9 | - | 12 |
| R | 954A | ST CET 9 TH AV SEM I | 0.5 | 9 | - | 12 | | | | | | | | |
| R | 955A | ST CET 9 TH AV SEM 2 | 0.5 | 9 | - | 12 | | | | | | | | |
| R | 954A | ST CET 10 TH AV SEM 1 | 0.5 | 10 | - | 12 | | Adjusted studies program | | | | | | |
| R | 955A | ST CET 10 TH AV SEM 2 | 0.5 | 10 | - | 12 | | R | 035 | ASP STD. SKL | 0.5 | 9 | - | 12 |
| | | | | | | | | R | 039 | ASP COPING AKL | 1 | 9 | - | 10 |
| | | | | | | | | R | 040 | AST STD SKL | 1 | 9 | - | 10 |
| | | | | | | | | R | 1042 | IN SCH WK EXP | 1 | 11 | - | 12 |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | Independent Learning Options | | | | | | |

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|--|--|--|--|--|--|--|--|--|-----|------------------------------|-----|---|---|----|
| | | | | | | | | | 041 | ILO FUN RDG | 1 | 9 | - | 12 |
| | | | | | | | | | 042 | ILO FUN ILO MUS CNCPTMATH | 1 | 9 | - | 12 |
| | | | | | | | | | 043 | ILO STD SKLS | 1 | 9 | - | 12 |
| | | | | | | | | | 054 | ILO RSRCE CTR | 1 | 9 | - | 12 |
| | | | | | | | | | 058 | ILO MUSIC CNCPTS | 0.5 | 9 | - | 12 |
| | | | | | | | | | 059 | ILO PHY FIT | 1 | 9 | - | 12 |
| | | | | | | | | | 079 | ILO IND LIV | 1 | 9 | - | 12 |
| | | | | | | | | | 082 | ILO IN SCH WK EX | 1 | 9 | - | 12 |