**HOLT HIGH SCHOOL**

**PROGRAM PLANNING MANUAL**

**2017-18**



Holt High School – Main Campus (9-11)

5885 W. Holt Road, Holt, MI 48842



Holt High School - North Campus (12)

5780 W. Holt Road, Holt, MI 48842

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Holt High School – Main Campus (9-11)

5885 W. Holt Road

### Holt, MI 48842

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| ***Administration Office . . . . . . . . . . . . . . . . . . . . . . . . . . . .*** | **517-694-2162** |
| Michael Willard, Principal |  |
| Cindy Godbehere, Secretary |  |
|  |  |
| ***Attendance Office . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .*** | **517-694-3446** |
| Chris Billingslea, Assistant Principal  Nick Johnson, Assistant Principal |  |
| Kristie Hagerman, Administrative Asst.  Paula Lonsberry, Secretary |  |
| Melinda Allen, Secretary |  |
|  |  |
| ***Counseling Center . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .*** | **517-694-2116** |
| Ann Coe, Assistant Principal |  |
| Pam Livingston, Secretary |  |
| John Conner, Counselor |  |
| Nicole Lown, Counselor |  |
| Kim Reichard, Counselor |  |
| Laura Barens, Secretary |  |
|  |  |
| ***Athletic Department . . . . . . . . . . . . . . . . . . . . . . . . . . . .*** | **517-694-2383** |
| Renee Sadler, Athletic Director |  |
| Kim Bails, Secretary |  |
| **Theater & Scheduling** **. . . . . . . . . . . . . . . . . . . . . . . . . . . .** | **517-699-6439** |
| * Jeff Miller, Theater & Events Manager |  |
| * Kim Bails, Secretary |  |

Holt High School - North Campus (12)

5780 W. Holt Road

### Holt, MI 48842

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| * Michael Willard, Principal ***. . . . . . . . . . . . . . . . . . . . . . . . . .*** * Ann Coe, Assistant Principal ***. . . . . . . . . . . . . . . . . . . . . . . .*** | **517-694-2162**  **517-694-2812** |
| * Lindsay Schaeff, Counselor ***. . . . . . . . . . . . . . . . . . . . . . . . .*** | **517-699-1218** |
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**HOLT HIGH SCHOOL**

**PROGRAM PLANNING MANUAL**

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**HOW TO USE THIS MANUAL**

A program planning manual is a useful guide for students in developing their academic experience to its fullest. It is meant to be used by the student and parents because we feel that family involvement and interaction are essential to a student's future. Holt's entire faculty has contributed to its writing and they are available to share further insights and provide consultation. Counselors, teachers, administrators, and secretaries all work together to provide information for students who are involved in the scheduling/planning process.

We recommend that students choose classes based on their future careers and academic goals, keeping in mind the fact that one may have several careers in a lifetime. In general, our advice to the student can be summed up as follows:

1. Challenge yourself by taking classes that help you as a student maximize your potential.

2. Follow a curriculum strong in academics. Take advantage of the many opportunities available for self-improvement and skill development.

3. Try a variety of classes from many departments. Varied experiences enhance job marketability and create the possibility of newfound interests in a variety of areas.

4. Talk with teachers, administrators, counselors, and parents for their insights and suggestions.

5. Take advantage of Holt's excellent up-to-date career resources in the counseling or media center. Find out the suggested courses of study for a variety of careers.

6. **READ** this manual thoroughly to be aware of every advantage available to Holt students.

7. Show pride in yourself by taking the most stimulating and challenging classes; students who do so are often the happiest with their schedules.

**GENERAL INFORMATION**

**PROCEDURES FOR USE OF COUNSELING SERVICES**

The student should come to the counseling center and make an appointment through the secretary. This should be done, if possible, before school, during lunch period, or after school. The counseling center will send a pass to the classroom teacher requesting that the student be excused for his/her appointment.

In case of an emergency, a student should go directly to the counseling center and advise the secretary of the immediate need to see a counselor. If the counselor is not available, an administrator will be notified.

**GRADUATION REQUIREMENTS**

**Only students who meet the full graduation requirements, including successful completion of the required courses and credits, will be allowed to participate in Commencement Exercises.**

***holt high school credit requirements***

In order to graduate from Holt High School, a student shall be required to earn the following credits, using the Holt High School Graduation Requirement Grid below for the class of 2017 and beyond:

|  |  |
| --- | --- |
| **Credits** | **4 YRS 2x6 SEM** |
| Grade 9 | 6.0 |
| Grade 10 | 6.0 |
| Grade 11 | 6.0 |
| Grade 12 | 6.0 |
| Total Possible | 24 |
| Total Required | 22 |

|  |  |
| --- | --- |
| **HOLT HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS**  **PLUS The Michigan Merit Exam (MME) requirement** | |
| English | 3.5 Credits   * English 9 * English 10 * English 11 * English Elective at the 12 grade |
| Math | 3.0 Credits   * Geometry * Algebra A/B * Algebra C/D |
| Math Related | .5 Credit   * Math or Math related |
| Social Science | 3.0 Credits   * U.S. History * World History * Government (.5 Credit) * Economics (.5 Credit) |
| Science | 3.0 Credits   * Earth Science * Biology * Chemistry or Physics |
| Physical Education/Health | 1. Credit   Physical Education (.5 Credit)  Health (.5 Credit) |
| Fine Arts | .5 Credit |
| Computer Literacy | .5 Credit  Any computer class fulfills the on-line experience also |
| Language Other Than English (World Language) | 2.0 Credits or a pupil may partially or fully fulfill 1.0 credit of this requirement by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the fine arts requirement. |
| Elective | These will supplement the above that results in the total  required credits to graduate. |

##### **HIGH SCHOOL GRADUATION CREDITS AND COLLEGE ADMISSIONS**

Graduation requirements must be fulfilled in order to receive a diploma from Holt High School. Colleges and universities have their own admissions policies. Students and parents should review college and university application and admission policies before senior year. It is highly recommended that students take a full year of all core subjects their senior year and have completed two years of a foreign language if planning to attend a college or university.

##### **11th GRADE STATE REQUIRED TESTS (SAT/WorkKeys/M-STEP)**

Holt Public Schools students must complete all components of SAT/WorkKeys/M-STEP for the graduating class of 2017 and beyond during their 11th grade year.  In the event that a student does not take the State required test or took the exam and did not receive valid scores, the student is required to retake all required State tests in their 12th grade year, unless excused by the High School Administration.

**REQUIRED COURSES**

The primary function of required subjects is to assure essential levels of competency for all graduates. General education opportunities must be balanced with specialized learning opportunities geared to the individual’s interests, talents and occupational goals. All required courses need to be attempted at Holt High School. All special programs would need administrative and counselor approval.

**PERSONAL CURRICULUM**

The intent of the Personal Curriculum is to increase the rigor and relevance of the educational experience. The use of a personal curriculum (PC) modification is allowed by state statute for only three reasons:

* A student wishes to modify the Mathematics requirement.
* A student wishes to go beyond the academic credit requirements by adding more Math, Science, English Language Arts, or Languages other than English credits.
* A student with a documented disability needs to modify the credit requirements/content expectation based on his or her disability.

The Personal Curriculum may also be an option for students with disabilities requiring specific modifications of the Michigan Merit Curriculum to ensure progress with their career pathway and postsecondary goals. Any parent/legal guardian requiring more information about the Personal Curriculum should contact the high school counseling office.

**TRANSFER STUDENTS**

Holt High School is an AdvancED NCA CASI accredited institution of secondary education. Accreditation affirms a set of standards for our curriculum, faculty, and facilities. Insuring the integrity of a diploma granted by Holt Public Schools is the intent of the following terms regarding transfer credit:

* Transfer students shall be granted the credits successfully earned at U.S. Department of Education recognized accredited schools previously attended. G.P.A.’s from such accredited schools will be included for Holt awards and cumulative G.P.A.’s (transfers after first semester of 12th grade year are excluded from awards consideration.)
* Transfers from schools that are not accredited by a U.S. Department of Education recognized institution will have credits transferred without the corresponding grades. Only grades earned at Holt High School will be reflected on the Holt High School transcript and considered for awards, scholarships, etc.
* Transfers from nontraditional educational settings (e.g., home schools) fall into two categories:

1. First, transcripts issued by an accredited body not recognized by the U.S. Department of Education will be accepted with a maximum of ten credits transferable and no G.P.A. Additionally, Holt High School course placement may be based on pre-testing (e.g. district assessments).
2. Second, grades and credits reported without an accredited transcript will not be accepted. A student in this condition will have zero credits and building placement will be based on age and other factors.

Holt will require the transfer student meet Holt’s requirements in total credits in the areas of English, Social Science, Mathematics, Science, Physical Education/Health, Fine Arts, Computers, and Elective Concentration. See a counselor in the Counseling Office for specifics.

**STUDENT LOAD AND ADDITIONAL CREDITS**

Eight semesters of attendance in grades 9-12 are generally required to graduate. The required load for students is six (6) subjects during each semester of the school year. When approved by the principal, the required load or program format may be changed to assist students with special needs.

**Additional credits**: Holt High School allows credit to be earned through accredited colleges or universities, and summer school. ***These credits may not be used in lieu of regular courses offered by the school***, but may be used to assist in making up deficiencies or enriching the pupil’s program. All fees will be the student’s responsibility. Limitations have been set on the number of credits from external sources accepted toward graduation. Students must see their counselor for specific details. All special programs must have principal/counselor approval prior to enrollment.

**ONLINE LEARNING COURSES**

Virtual High School classes are offered through a collaborative program of high schools around the country. Students who are interested in taking an online class can obtain the “Online Learning Opportunities” guidelines and application in the counseling office or online.

**STUDENT CLASS STATUS**

Students’ grade placements are based on their total credits earned; students will not automatically be promoted from freshmen to sophomore status or sophomore to junior status or from junior to senior status if they do not have the required number of credits. The following credits are required to be promoted to the next class status:

* Sophomore – 4 credits
* Junior – 10 credits
* Senior – 16 credits

**TESTING OUT OPTION**

Public Acts 123 and 124 require the school to grant a student credit if the student earns (1. a qualifying score, (see below) OR 2.) the student earns a qualifying score on one or more assessments developed or selected by the district that measures a student’s understanding of the subject area content expectations or guidelines that apply to the credit. The student must attain a grade of not less than C+ on a written assessment, or by exhibiting mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation. The grade will not be included in the computation of the G.P.A.

Once credit is granted by testing out, a student may not receive credit for a lower course in that course sequence. The new law also allows students to test-out of any of the credit areas required for graduation and does not limit this to specific credit areas.

The testing times will be the last two (2) weeks of the second semester. One may register for testing out anytime proceeding the Friday before the testing time. For information, please inquire in the Counseling Office.

**ALTERNATIVE EDUCATION GRADUATION REQUIREMENTS**

Beginning with the Graduation Year Class of 2012, to earn a high school diploma from a Holt Public Schools’ alternative education program option, one must be a full time student, meet the Michigan Merit Curriculum requirements, and graduate no earlier than one’s graduation cohort class.

**CERTIFICATE OF COMPLETION**

Holt Public Schools may choose to award a Certificate of Completion to students with Individualized Education Programs (IEPs) who are exiting public education.

To earn a Holt High School Certificate of Completion a student must:

* Earn at least eighty percent of the Holt High School graduation credit total
* Have a meeting with a building administrator, student, parents, counselor and staff to review grades, credit status, needs and possible solutions to support the student. A determination to switch the student to a Certificate of Completion would be done through mutual agreement of the participants at the meeting. Awarding a Certificate of Completion to a student would be done through the same procedures as a diploma.

**ARTICULATED CREDITS**

Articulation offers options for high school students to get an early start in college by articulating high school credits to college credits of the participation institution only if they attend that institution. Articulated credits are not transferable credits. Credits articulated will become part of the total number of credits for program completion at the specific articulated institution. No grade will usually be recorded and there will be no tuition or fees charged. Institutions that Holt has articulation agreements with are Lansing Community College, Davenport University, Olivet College and Ferris State University.

**COLLEGE CLASSES IN THE HIGH SCHOOL**

College classes offered on the campus of Holt High School will provide possible transferrable credits to students free of charge. These classes are similar to dual enrollment classes except for being located on the campus of Holt High School. There are requirements attached to the classes.

**PROGRAM CHANGES**

A student's program should be carefully planned in terms of short and long range needs, interests, and abilities. Once the student's program has been planned, an important part of the total educational experience involves the acceptance of and taking responsibility for following this program. Therefore, very few changes will be made after the schedules are completed.

Guidance counselors will consider student-initiated requests for schedule changes only during the designated period prior to the start of each semester. Courses dropped after the designated period will result in a failure (WF) in that class.

**Schedules may be adjusted if any of the following conditions exist:**

* Incomplete schedule

1. Duplication of courses
2. Incorrect course sequence (i.e., Algebra C before Algebra A)
3. Lacking a required course for graduation
4. Lacking a prerequisite or approval for a scheduled course
5. Previously completing the course (this may have happened through summer school attendance)
6. Acceptance for special programs (i.e., work experience, college class) with the approval of the appropriate teacher or administrator
7. Re-enrollment in a course in which the student received a failing grade or no credit

**Schedules are NOT to be adjusted for the following reasons:**

1. Preference for a different lunch period
2. Preference to be with friends in classes
3. Preference for a different period or semester
4. Change of mind about taking the course
5. Preference for a different teacher

**NOTE:** In attempting to change a student’s schedule, in response to a student request, a disparity that exceeds three (3) students between two sections of the same course in another class hour cannot be created.

**FULL YEAR DROPS**

In the case of a student who receives a first semester grade of "E" in a year-long course, and the student, parent/guardian, and school believe the student would benefit from an alternate placement, a drop/add will be allowed for the second semester. The student will need to start the process with the counselor.

Other full year drops may be requested with proof of the need to drop a full year class. Please see the counseling office for the process.

###### **HONOR ROLL**

An honor roll is established at the end of each semester. Students must have a 3.0 grade point average or better for the semester, have a letter grade in at least three regular education classes, have no grade below a C-, and have no incompletes. The honor roll is posted in the showcase near the student services office at the senior high.

**TOP TEN ACADEMIC SELECTION**

The top ten academic senior students honored annually will be selected according to the following criteria:

1. The Academic Top Ten selections are based on eleven trimesters or equivalent semesters of full participation beginning the 1st trimester/semester in grade nine through the 1st semester of grade twelve (for example, 2015 grads will be evaluated for top ten after 3 trimesters and 5 semesters).

2. Students will have accumulated at least ***six (6) points*** from the listed classes (below) or their equivalent during the prescribed eleven (11) trimesters or equivalent semester period.

3. Foreign exchange students who qualify will be offered honorary status, but will not be considered as part of the top ten final list.

4. Transfer students must be enrolled by no later than the start of the school year their senior year to be considered.

5. Points may be accumulated through successful completion of the following courses with a minimum grade of 2.67. After successful completion, each of these courses are worth ½ point per trimester/semester:

|  |  |  |
| --- | --- | --- |
| Honors English 9 |  | Chemistry II/AP Chemistry |
| Honors English 10 |  | College Prep Physics |
| Honors English 11 |  | AP CPS |
| AP English Literature |  | Honors Biology |
| Honors Geometry |  | AP Economics |
| Honors Algebra A/B |  | AP Government |
| Honors Algebra C/D |  | AP World History |
| Advanced Algebra Topics |  | Spanish III, IV and V |
| Data Analysis |  | French III, IV and V |
| AP Statistics |  | Art Seminar |
| Dual Enrollment |  | Computer Programming II |

**ATHLETIC ELIGIBILITY**

**Enrollment**

Residency Policy:

1. Under a six (6) hour day, student athletes must be enrolled in four (4) classes.
2. Seniors who have been approved for reduced schedules must be enrolled in a minimum of four (4) classes.

**Academics**

1. Students must meet MHSAA rules regarding previous semester and current semester academic requirements:
   1. Previous Semester – No student shall compete in any athletic contest of scrimmage who does not have to his or her credit in the official records of the school to be represented, at least 66% of full credit load potential for a full-time student for the last semester during which he or she shall have been enrolled in grades 9-12 inclusive.
   2. Current Semester – A student must be passing 66% of full credit load when checked during the current semester (checks will be made a minimum of once every 10 weeks) in order to participate in a game or scrimmage. Students who do not meet this requirement will be required to turn in weekly progress reports and will be ineligible until they are passing at least 66% of a full credit load potential.
2. Credit Status – Students must be on track to graduate with their class. Students must have earned 4 credits by the start of their sophomore year, 10 credits by the start of their junior year, and 16 credits by the start of their senior year.
3. Students must have a cumulative 1.67 GPA or higher as of the most recent semester grades. If a student meets requirements 1 and 2 but does not have a 1.67 GPA they must be participating in team organized, monitored and documented academic interventions in order to participate.

**NCAA ELIGIBILITY**

Students considering college athletics should be sure to register with the NCAA. Please refer to: [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for important information for student athletes.

**DUAL ENROLLMENT (University/High School)**

Effective July 1, 2012, state legislation has increased the opportunity for students to participate in dual enrollment programs.

**Eligible Students:**

**Students (9-12th grade) may dual enroll** in a post-secondary institution or career and technical preparation program if they are enrolled in at least one high school class. Students must demonstrate academic readiness on one or more standardized tests (PLAN, MME, ACT/SAT). These tests indicate whether or not a student is ready to take post-secondary courses and succeed without remediation.

**Eligible Courses:**

The district will pay for up to 10 total dual enrollment courses for any one student in their 9-12 career.

Additionally, the following conditions must be met:

* Students in grade 9 through 12 would be eligible for courses in the subject area in which the students have completed the requirements for an endorsed diploma. Also, students may take courses in subjects for which there are no endorsements, such as computer and foreign language as long as they have attained at least one endorsement.
* The course is not offered by the public school or public school academy in which the student is enrolled.
* The course is offered by the public school in which the student is enrolled but is determined by the board of education of the public school in which the student is enrolled to not be available to the student because of a scheduling conflict beyond the student’s control.
* A course cannot be in the subject area of hobby, craft, recreation, physical education, theology, divinity, or religious education.
* Eligible students may enroll in post-secondary courses for high school credit and/or post-secondary credit.
* High school credits granted to a student shall be counted toward the graduation and subject area requirements of the school district.
* The course requested is an academic class and extends beyond the Holt High School curriculum.

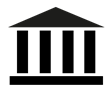
Students are no longer eligible for dual enrollment when all high school graduation requirements have been met. Holt High School does not pay for courses that are not academic courses, or courses that are not a part the students schedule at Holt High School. Please see your counselor for more information.

**KEY TO SYMBOLS IN MANUAL**

 Course meets math related requirement (sr year requirement); may not be used to fulfill BOTH on-line and math related requirements.

 Course meets on-line computer literacy requirement; may not be used to fulfill BOTH on-line and math related requirements.

 Course is NCAA eligible.

 Course may earn articulation credit through LCC or Davenport (see chart page 12 for details on articulated courses).

BUSINESS EDUCATION



##### **GENERAL BUSINESS & MARKETING EDUCATION**

Lansing Community College, Davenport University, and Holt High School have been working together to interface classes that will enable our students to enter LCC or Davenport with credit in various courses. Students will be granted equivalent credit for courses taken at HHS if they enroll as a full time LCC or Davenport student within two years after graduation, receive an 80% or higher grade from HHS, and fill out the appropriate articulation paperwork. The following courses and their Holt equivalent have been approved for articulation though LCC and Davenport:

|  |  |  |
| --- | --- | --- |
| **Holt High School Course** | **LCC Equivalent\*** | **Davenport Equivalent** |
| Word Processing | CITA 119 Microsoft Word (3 Cr) | BITS 210 Microcomputer Applications: Word Processing (3 Cr) |
| Computer Applications | CITA 126 Microsoft Excel (3 Cr) | BITS 209 Dynamic Presentations (1 Cr) |
| Web Publishing | CITW 150 Internet Literacy (3 Cr)  CITW 160 Developing Pages for the Web (3 Cr) | BITS 303 Web Authoring Applications (3 Cr) |
| Accounting I | ACCG 100 Practical Accounting (Non-Major) (3 Cr) | ACC 201 Acctg. Foundations I (4 Cr) |
| Financial Management | BUSN 250 Personal Finance (3 Cr) | FIN 230 Financial Planning and Insurance (3 Cr) |
| Photoshop | ARTS 105 Adobe Photoshop for Non-Majors (2 Cr) | BITS 301 Image Editing Applications (3 Cr) |
| Business Management | BUSN 225 Principles of Mgmt/Leadership (3 Cr) | MGMT 211 Management Foundations (3 Cr) |
| Promotional Marketing | MKTG 120 Sales (3 Cr) | MKTG 212 Professional Selling (3 Cr) |
| Business Law |  | LEGL 210 Business Law Foundations (3 Cr) |
| Computer Programming I |  | CISP 241 Visual Basic Programming I (3 Cr) |
| Computer Programming II |  | CISP 231 C++ Programming I (3 Cr) |
| Retail Management | MKTG 130 Retailing (3 Cr) |  |

**\*Lansing Community College only offers this articulation for students who take articulated courses in their junior or senior year\* Students must take the ACCUPLACER test for the class being articulated.**

**CAREER AND TECHNOLOGY EDUCATION PROGRAMS OF STUDY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programming/Software** | **Recommended**  **Grade Level** | **Website Programming and Design** | **Recommended**  **Grade Level** |
| .5 Programming I | 11th | .5 Photoshop | 10th or 11th |
| .5 Programming II | 11th | .5 Principles of Web Design  (prerequisite: Photoshop) | 10th, 11th or 12th |
| .5 Robotics | 12th | .5 Web Publishing | 11th or 12th |
| 4 years of math recommended  (AP Calc, Stats) |  | .5 Adv. Web Publishing | 12th |
|  |  | Recommended:  .5 visual arts course  .5 Computer Applications I (Word, PPT, Excel) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Accounting** | **Recommended**  **Grade Level** | **Management** | **Recommended**  **Grade Level** |
| 1.0 Accounting I (Minor) | 11th or 12th | .5 Computer Apps I | 9th or 10th |
| 1.0 Accounting II | 12th | .5 Business Management | 10th or 11th |
| .5 Financial Management | 12th | 1.0 Virtual Enterprise | 12th |
| Recommended:  .5 Computer Applications I (Word, PPT, Excel) |  | **Elective** (1.0): Retail Management, Accounting |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Marketing** | **Recommended**  **Grade Level** | **Other Courses** | **Recommended**  **Grade Level** |
| .5 Promotional Marketing | 10th or 11th | .5 Business Math | 12th |
| .5 Retail Management | 11th or 12th | .5 Business Law | 11th or 12th |
| .5 Advanced Retail Mgmt  \*\*\*\*Teacher recommendation required | 12th | .5 Consumer Ed. | 10th – 12th |
| Recommended:  1.0 Accounting I |  |  |  |

**THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL *ON-LINE COMPUTER LITERACY* REQUIREMENT (Please note, these courses cannot be used to meet *both* the math related and computer literacy requirements):**



* Computer Applications
* A-Plus Preparation
* Web Publishing
* Word Processing
* Photoshop
* Computer Programming I
* Computer Programming II
* Robotics

**THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL *SENIOR MATH REQUIREMENT* (Please note, these courses cannot be used to meet *both* the math related and computer literacy requirements):**



* Financial and Risk Management
* Business Math
* Robotics
* A-Plus Preparation
* Computer Programming I
* Computer Programming II
* Accounting I
* Accounting II
* Consumers Education
* Computer Apps
* Computer Apps II
* Retail Management
* Web Publishing
* Promotional Marketing

FINANCIAL AND RISK MANAGEMENT

04102 11-12 1 SEM .5 credit



**Description:** This course will cover aspects of finance in the personal and business arenas, as well as identifying and implementing risk management strategies. It will provide the student with an opportunity to gain knowledge in how the financial and insurance worlds work, as well as technical concepts and vocabulary, and strategies to succeed in an ever-changing world.

**Major Goals**: The student will:

1. Learn how career responsibility affects their personal finances.
2. Learn what part taxes play in providing for their future.
3. Learn the different characteristics of financial institutions and how to reconcile accounts.
4. Learn the difference between, and importance of, investing in stocks, bonds, 401K plans, and other investment options for their future.
5. Learn about the many different financial decisions businesses make and how it affects us.
6. Learn about banking, credit laws, and individual responsibility.
7. Learn how insurance choices that businesses and individuals make affect your future.
8. Learn how technology affects the financial world.
9. Learn how to create a Personal Financial Plan.

**Prerequisites or Recommendations:** Geometry and Algebra. Accounting.

BUSINESS MATH

04103 10-12 1 SEM .5 credit



**Description:** This course is intended to provide systematic procedures, along with arithmetic concepts and calculations, which are important to the intelligent consumer regardless of occupation. In addition to the basic computations, areas to be covered are: social security and other taxes, discounts, banking (savings and checking), interest, installment buying, and regular and overtime pay, fringe benefits and working with fractions.

**Major Goals:** The student will:

1. Review basic arithmetic.
2. Figure interest rates on loans and savings.
3. Learn about banking services.
4. Calculate pay (hourly, overtime, commissions, wages, and fringe benefits).
5. Calculate percentage.
6. Learn about loans and credit cards.
7. Learn to budget.
8. Learn about living expenses.
9. Solve personal finance problems.
10. Learn about Insurance and investments

CONSUMER EDUCATION

05706 10-12 1 SEM .5 credit



**Description:** This course will examine issues such as goals, resource management, and career exploration. In order to prepare students to live on their own, topics such as food, clothing, housing, transportation, and insurance will be covered.

**Major Goals:** The student will:

1. Examine and practice goal setting and decision making skills.
2. Develop resource management skills for insurance, transportation, and housing.
3. Create and evaluate financial management skills including budgeting for current and future situations.
4. Analyze personal skills for career exploration.
5. Develop necessary skills to obtain a job.
6. Analyze information to use credit wisely.
7. Analyze information in order to make effective shopping decisions.
8. Examine and apply consumer skills/knowledge to live independently.
9. Develop a basic understanding of saving and investment principals.
10. Acquire checkbook management skills and knowledge of financial institutions.

COMPUTER APPLICATIONS

04110 11-12 1 SEM .5 credit



**Description:** This course is designed to allow students to learn basic computer concepts, terminology, and programs in a project-based manner.

**Major Goals:** The student will:

1. Develop a basic understanding of essential computer terminology.
2. Learn Microsoft Excel 2010 spreadsheet software to organize and calculate numerical information.
3. Learn to create and interpret charts in Microsoft Excel.
4. Learn to use Microsoft PowerPoint 2010 and understand how to create an effective visual presentation.
5. Develop an understanding of effective and safe Internet usage and use the Internet to search for information and products.
6. Develop a basic understanding of Microsoft Access 2010 database

COMPUTER APPLICATIONS II

04111 10-12 1 SEM .5 credit



**Description:** This course will allow students to explore the advanced features of MS Excel 2010 and learn the operation and uses of Access 2010 data base software.

**Major Goals:** The student will:

1. Learn advanced features and functions of MS Excel 2010.
2. Data analysis features of MS Excel
3. Advanced functions and formulas
4. Learn operation and uses of database software using MS Access 2010.
5. Table creation, relationships, sorting of data
6. Creating queries, forms and reports to analyze data
7. Maintenance and enhancement of databases
8. Apply spreadsheet and database software programs to simulate the financial and business uses of those programs.

**Prerequisites or Recommendations:**  Successful completion of Computer Applications I.

A-PLUS PREPARATION

04112 11-12 1 SEM .5 credit



**Description**: This class is designed for students interested in learning about computer hardware, troubleshooting, and repairs. Students will first learn the basic computer hardware technology. After learning the basics, students will build a working computer in class. Students who complete this course will have a stronger understanding of computer technology giving them knowledge of what it takes to become proficient in the area of computers hardware and software installation.

**Prerequisites or Recommendations:** Students must have satisfactory academic progress in a computer course and have no discipline/attendance referrals from the attendance office.

ACCOUNTING I A & B

04105 / 04106 10-12 2 SEM 1 credit



**Description:**  Learn complete financial coverage of three types of business: proprietorship, partnerships, and corporations. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements and adjusting and closing entries and payroll. Accounting teaches basic business skills and develops values and attitudes useful in gaining entry into the field of accounting. This course will be beneficial to any student entering the world of business and to the student who wants to learn an orderly system of keeping his/her own financial records. A practice set is used in which the student actually performs the accounting for a small business. LCC Articulation in process.

**Major Goals:** The student will:

1. Develop an understanding of basic principles of accounting as they apply to the records of individuals, business, and government.

2. Develop skills, traits, and attitudes necessary for success in the accounting field.

3. Develop an appreciation of the importance of bookkeeping and accounting in our economic community.

1. Develop an understanding of the need for complete records for the purpose of filing federal, state, and local income taxes, as well as employment and FICA taxes.
2. Complete payroll and payroll taxes.

ACCOUNTING II A & B

04115 / 04116 11-12 2 SEM 1 credit



**Description:**  Accounting II is primarily for students with definite career objectives in the business and accounting profession. Specifically, this course is designed for students who want to (1) become accounting clerks upon graduation from high school; (2) obtain the accounting skills necessary to advance to the level of junior or assistant accountants following experience as accounting clerks; (3) go to college and major in business or accounting.

**Major Goals:** The student will:

1. Increase understanding of accounting principles as it applies to large companies.

2. Know accounting terminology.

3. Understand sound accounting concepts, principles, and practices.

4. Apply accounting procedures.

5. Automate accounting principles using QuickBooks and Excel.

**Prerequisites or Recommendations:**  Accounting I.

**PRINCIPLES OF WEB DESIGN**

**04123 10-12 1 SEM .5 credit**



**Description:** This course is designed to give students the opportunity to learn to design web pages

**Major Goals:** The Student will:

1. Learn HTML and CSS web page code

2. Learn introductory bootstrap code for responsive web page layout

3. Learn about elements of effective web design

4. Learn about the psychology of using color and typography

5. Develop a biography page as their final project

**Prerequisite:** Photoshop

WORD PROCESSING

04129 9-12 1 SEM .5 credit



**Description:** Learn Microsoft Word 2010, which is a full-featured word processing program that allows students to create professional looking business documents and revise them easily. Students will learn to format letters, memos, resumes, reports, newsletters, flyers/brochures, and tables and use templates for creating business documents.

**Major Goals:**  The student will:

1. Learn Microsoft Word Processing program.

2. Achieve entry-level skills in word processing -- basic text formatting, text entry features, editing features, page formatting.

3. Learn to compose and edit in a word processing program and complete mail merges.

1. Learn basic desktop publishing/page layout to prepare newspaper style documents.

**Prerequisites or Recommendations:** Keyboarding proficiency standards

ADVANCED WORD PROCESSING

04139 10-12 1 SEM .5 credit



**Description:** This course is designed to provide advanced training in word processing and preparing for the MOUS certification exam. Passing of a MOUS certification test shows an employer that students have a thorough knowledge of the software and, therefore, makes students more employable. Students will also be introduced to beginning Microsoft Access and will be producing basic data base documents.

**Major Goals:** The student will learn:

1. Desktop publishing layout, font choice, and graphics to produce a desktop publishing project/newsletter.
2. To use Microsoft Word to create and sort a database file.
3. To merge a word processing file with a database file – mail merge.
4. Advanced Microsoft Word applications.
5. To create, format tables, table math, and spreadsheets.
6. To use the automatic outlining feature and bullet list.
7. To use Microsoft Access to produce forms, reports, and tables.
8. To use database to manipulate data and produce queries.

**Prerequisites or Recommendations:** Keyboarding proficiency standards

PHOTOSHOP

04130 10-12 1 SEM .5 credit



**Description:** The Photoshop course is designed to provide the student with a working knowledge of Adobe Photoshop software. This program is the industry standard for photo editing and is excellent for working with and creating graphics designed for publications and web pages.

**Major Goals:** The student will:

1. Learn to use a wide variety of Photoshop tools to create unique images.
2. Develop a series of mini projects on subjects of personal interest.
3. Create a final Portfolio project consisting of 6 original images, as well as a cover page and table of contents created in Photoshop.
4. Learn to create an animated image in Photoshop.

**Prerequisites or Recommendations:** Students must have the ability to read and follow technical textbook directions. Students should take Computer Applications I or Word Processing before taking Photoshop**.**

BUSINESS LAW

04145 11-12 1 SEM .5 credit



**Description:** Business Law will deal with the law as it applies to the business world. A general overview of the legal system will be presented first. This will include how our constitution created our laws; what types of laws we have; how our court system (federal and state) works; privacy; juvenile; and what part ethics play in the law. The class will proceed into the different types of legal business organizations; contracts; the law of property; employment law; and law and finance. Throughout the semester, the class will be involved in several mock trials where students will play the parts of lawyers, criminals, defendants, plaintiffs, judges, jurist, and various court personnel. The cases used will go along with class lessons.

**Major Goals:** The student will:

1. Acquire a basic understanding of our legal system.
2. Acquire a basic understanding of the legal forms of businesses.
3. Acquire basic fundamentals of contracts, including elements, rights, and responsibilities.
4. Learn the rights and responsibilities of property ownership.
5. Become a constructive thinker.
6. Acquire a basic understanding of how our court system works.
7. Acquire a basic understanding of criminal law and torts.
8. Acquire an understanding of what constitutes a crime and the crime each court handles.
9. Participate in several mock trials.

COMPUTER PROGRAMMING I

04155 10-12 1 SEM .5 credit



**Description:** Computer Programming I is an introductory course in computer concepts. This course will introduce problem solving with computer programming. Students will solve mathematical, scientific and business applications with the use of Visual BASIC computer programming language. Visual BASIC is taught in the beginning programming course because it serves as an excellent foundation for the learning of all other programming languages. Along with learning Visual Basic, students will be learning Discrete Mathematics. This is useful when studying computer algorithms and programming languages. An individual project of choice will be completed and presented.

**Prerequisites or Recommendations:** Geometry

COMPUTER PROGRAMMING II

04156 10-12 1 SEM .5 credit



**Description:** Students will be studying C++. This course will contain a lot of conceptual work, such as thinking or writing about why a certain programming statement or set of statements has a certain effect. Along with this, much of our class time will be spent programming in more of a hands-on lab format. Students will be asked to write programs to accomplish certain tasks. They will be expected to be able to find and correct programming errors.

**Prerequisites or Recommendations:** Geometry and Computer Programming I with a “C” or better.

PARTICULAR TOPICS-ROBOTICS

04159 10-12 1 SEM .5 credit



**Description:** Students will develop skills learned through Programming I and II or mathematics courses by exploring usage of robotics in modern business and industry and examine how robotic devices are affecting our lives and shaping our culture. Students will apply concepts learning into the programming of a physical device (the Finch).

**Recommendations:** Programming I or II **or** taking Algebra II (Algebra C/D)

WORK EXPERIENCE

08701 11-12 1 SEM .5 credit



**Description:** Work Experience is an educational program offered to the student who has expressed an interest in a particular occupational area.

**Requirements:** Astudent MUST:

* Be at least 16 years of age to apply.
* Have paid employment PRIOR to the start of the semester in which they are enrolled.
* Attend class for the first week of the semester.
* Also be enrolled in a course that is related to the work experience career placement (while enrolled in work experience).

**A Student’s employer MUST:**

* Be successful, reputable, and consistent with the goals, mission, and philosophy of Holt Public Schools. Current employment may not be acceptable and will be reviewed before approval.
* Provide information for liability and workers compensation carriers with policy numbers.
* Be willing to provide students with an average of 10 work hours per week.
* Be willing to sign course contracts, weekly time sheets.
* Be willing to fill out and sign performance evaluation forms every 9 weeks.

The student will receive a pass or fail grade depending on employer evaluation forms, the on-the-job visitations by the instructor and weekly time sheets. Students fired from their job with due cause will receive a failing grade. Students who quit their jobs will receive a failing grade. Students with loss of credit first semester will only be allowed to enroll second semester if slots are available. Students must provide their own transportation to the job site. During Work Experience hour, students must leave the building.

MENTORSHIP

04161B 11-12 2ND SEM ONLY .5 credit



**Note:** Students enrolled in the mentorship program will be responsible for their own transportation to their work site.  ***Students must complete a*** *transportation agreement* ***on the first day of class.******All mentorship placements are unpaid experiences.***

**Description:** The mentorship is a planned, comprehensive community based experience for high school students and adult employers to work and learn together. Through careful mentoring by business people, young adults will have the opportunity to develop the skills necessary for future employment and to explore a career that they are interested in for their future. This program consists of a two-phase experience.

**Phase I:** Phase I provides students with the foundation needed to succeed in the work place. This classroom element lasts approximately 6 to 7 weeks and includes the following units:

* Job shadow
* Employability skills
* Resume building
* Interview skills
* Employment laws and issues
* Health and safety in the workplace
* Proper format and writing of business thank-you letters and pre-employment cover letters

**Phase II:** Upon successful completion of Phase I, students will be placed in a work-based mentorship position. This phase involves the following:

* Placement in the student’s career focus with a community mentor
* Weekly classroom connecting activities
* Concluding evaluation

PROMOTIONAL MARKETING (ADVERTISING AND SELLING)

04147 10-12 1 SEM .5 credit



**Description:** This course covers the human aspects of marketing by including communication and promotional skills. Students will learn the skills, concepts, and attitudes that are necessary in our global economy. This course also studies selling and advertising.

**Major Goals:** The student will:

1. Engage in the activities relating to the distribution of the product from the producer to the consumer.
2. Learn the steps in the sales process.
3. Demonstrate sales literacy through concepts and terminology with customers.
4. Create advertisements
5. Understand the role of communication in business.
6. Discern the role promotion plays in marketing.

BUSINESS MANAGEMENT

04148 11-12 1 SEM .5 credit



**Description:** This course examines all marketing activities, with a special focus on the complexities and challenges faced by management in any setting from a small business to a large corporation. Problem solving will be an essential component of the course.

**Major Goals:** The student will:

1. Understand the role of leadership in managing people.

2. Develop an understanding of the procedures, problems, and decisions necessary to manage a business successfully.

1. Understand the importance of ethical behavior in business and life.
2. Acquire insights on the role of communication for a manager.
3. Understand the various laws that affect managers in the work place.

**Prerequisites or Recommendations:** Promotional Marketing recommended

VIRTUAL ENTERPRISE - ENTREPRENEURSHIP

04160 12 2 SEM 1 credit



**Description:** Virtual Enterprise is a simulated business that is set up and run by students with the guidance of the teacher and a business partner. This program allows the student to experience, in a simulated business environment, all facets of being an employee in a firm. This course involves every aspect of business; including human resources, accounting, product development, production, distribution, marketing, and sales. This workplace simulation enables students to understand how employees, teams, and departments interact with each other and work together for the benefit of the company. Students will engage in virtual trading with other firms from other schools around the country.

Virtual Enterprise provides the student with a broader perspective of the business world. Students engage in hands on applications, problem solving, and written and verbal communication. In addition, students will learn about a variety of careers associated with business and industry and use technology as applied in business.

The Virtual Enterprise business will have five departments: Administration, Accounting/Finance, Marketing, Sales/Purchasing, and Human Resources. Positions include: CEO, President, Vice President, Department Heads, as well as employees in each department. Students will

have to apply and interview for these positions. Each department has defined tasks, including writing and presenting a business plan and participating in a trade show to sell their product.

**Prerequisites or Recommendations:** Business Management, Finance and Risk Management, Accounting, Web Publishing, Marketing

RETAIL MANAGEMENT (SCHOOL STORE)

04150 11-12 1 SEM .5 credit



**Description:** Retail management is a student-driven class that will run and organize the school store and will be in charge of all store operations. Students will learn the different aspects of managing human resources, merchandising, promotion, selling, operations, and finance. Students will compete in D.E.C.A. (Distributive Educational Clubs of America) against other schools in various business-oriented competitions.

**Prerequisites or Recommendations:** Promotional Marketing or Business Management.

ENGLISH



Honors designation *may* be obtained in English 9, 10 and 11 by meeting the predetermined criteria established by teachers at the beginning of the year*.*  ***S*ee the end of the English Section for the Honors application process.**

***+ Denotes senior classes approved for credit recovery for 9th grade English (for Classes of 2015-2017 only)***

***and eligible for senior English credit.***

|  |  |  |  |
| --- | --- | --- | --- |
| **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| ***Required:***  English 9  **OR**  American Studies  **OR**  Honors English 9  (app. required)  ***Electives:***   * Speaking and Listening in English (Speech) * The Study of Film as Literature * Intro to Journalism Pubs: Print Media * Intro to Journalism   Pubs: Digital Media   * Intro to Yearbook Production (app. required, **spring semester only**) * Dramatic Performance & Theatre Studies | ***Required:***  English 10  **OR**  World Studies  **OR**  Honors English 10  (app. required)  ***Electives:***   * The Study of Film as Literature * Speaking and Listening in English (Speech) * Intro to Journalism Pubs: Print Media * Intro to Journalism Pubs: Digital Media * Newspaper/Writing for Publication (app. Required) * Intro to Yearbook Production (app. required) * Yearbook Production (app. required) * Dramatic Performance & Theatre Studies | ***Required:***  English 11  **OR**  Honors English 11 (app. required)  ***Electives:***   * Writing Explorations * Speaking and Listening in English * The Study of Film as Literature * Media Literacy * Intro to Journalism Pubs: Print Media * Intro to Journalism Pubs: Digital Media * Newspaper/Writing for Publication (app. required) * Adv Journalism (app. required) * Intro to Yearbook Production (app. required) * Yearbook Production (app. required) * Yearbook Editorship (app. required) * Dramatic Performance & Theatre Studies | ***Required:***  Capstone  **OR**  One semester of approved senior English elective  ***Electives:***   * British Literature I+ * British Literature II+ * Writing Explorations+ * Speaking and Listening in English+ * A.P. English Literature+ * Intro to Poetry * Media Literacy * Newspaper/Writing for Publication+ (app. required) * Intro to Journalism Publications+ * The Study of Film as Literature+ * Adv Journalism+ (app. required) * Yearbook Production (app. required) * Yearbook Editorship (app. required) * Dramatic Performance & Theatre Studies |

***THE FOLLOWING COURSES WILL MEET THE HIGH SCHOOL ENGLISH REQUIRMENTS***

ENGLISH 9

94611 9 2 SEM 1 credit



English 9 students will study communication skills as they relate to literature. These communication skills are an essential part of critical thinking and reasoning. Students will present products and projects based on the literature and will learn by reading, writing, speaking, listening, presenting, and acting. The classroom community will be made up of interactive learners who are striving to become better thinkers and communicators. Students will use writing to accomplish a variety of purposes and demonstrate correct usage of English in writing and speaking.

**Major Goals**: Students will:

1. Read novels independently.
2. Combine information from multiple sources for research projects.
3. Memorize and analyze dramatic text for performance.
4. Organize and present to the class thematic projects showing group and/or individual work.
5. Prepare for and participate in class discussions.
6. Generate quality writing showing abstract and critical thinking in the following categories: analytical, creative, narrative, reflective, persuasive, and other.
7. Demonstrate knowledge through multiple choice and essay exams.
8. Read and write frequently – in and out of class.

HONORS ENGLISH 9

94613 9 2 SEM 1 credit



Honors English 9 is a more challenging version of 9th grade English which is centered more on class discussion and challenging essays than the standard course. Students will read additional higher-level texts and are expected to analyze themes in literature at a deeper level. Additionally, students will learn sophisticated writing techniques and are expected to employ them in both their creative and formal writing. Students are also expected to take a greater role in leading class discussions instead of relying on teacher-directed prompts.

**Prerequisite:** Students should read above grade level and have strong writing abilities to feel comfortable in this course. In addition to the portfolio, the cumulative English grade point average will be considered. **Please see the application process at the end of the English Section for more details.** All 8th grade teachers will have further information, including the deadline and application; moreover, all portfolios will be turned in to them.

AMERICAN STUDIES

04905 9 4 SEM 2 credits

 **\*\*\*This course fulfills the graduation requirement for English 9 and American History\*\*\***

**(meets for 2 semesters, 2 class periods per day; earn 1 credit English 9 and 1 credit American History.)**

The curriculum for the course is based on ideas and concepts found in American History from Post Civil War to present. All objectives for American History are included in American Studies. Literature that relates to the concepts found in history will be integrated into the learning experience.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

ENGLISH 10

04607 10 2 SEM 1 credit



English 10 is a reading, writing, listening and speaking course. Students will read a variety of literature including novels, short stories, and plays. The reading, writing, listening and speaking activities revolve around specific themes. Reading and writing skills required for state and national assessments will be an integral part of the course as well.

**Major Goals:** The student will:

1. Understand the differences in voice and language usage

2. Write and understand a variety of genres

3. Be able to identify and use literary and poetic terms

4. Be able to analyze and evaluate literary fiction and non-fiction

5. Participate in group and whole-class discussions

1. Be able to listen effectively
2. Read and write frequently – in and out of class

**Evaluation**: Will be based on written formal and informal papers, tests, quizzes, homework, and oral presentations.

HONORS ENGLISH 10

04609 10 2 SEM 1 credit



Honors English 10 is a reading and writing intensive course and moves at an accelerated pace. Students read 8-10 novels, a book of short stories, and at least one book-length play. The writing consists of major papers and a journal which students write in almost daily. Speaking activities include group presentations and dramatic skits based on some of the readings.

**Major Goals:** The student will:

1. Explore connections between reading and writing.

2. Develop a personal, individualized reading program.

3. Write several papers, both formal and informal, using writing process methods.

4. Explore a variety of speaking opportunities, both individually and as members of groups.

**Evaluation**: There will be very little objective testing. Instead, students will be evaluated on successful performance of writing and speaking activities

.

**Prerequisites/Recommendations:**  Students should read above grade level and have strong writing abilities to feel comfortable in this course. In addition to the portfolio, the cumulative English grade point average will be considered. **Please see the application process at the end of the English Section for more details.**

WORLD STUDIES

04903 10-12 4 SEM 2 credits

 ***\*\*\*This course fulfills the graduation requirement for English 10 and World History\*\*\****

***(meets for 2 semesters, 2 class periods per day; earn 1 credit English 10 and 1 credit World History.)***

This course is generally a sophomore course. This is an integrated English 10 and World History class. The class meets every day for two class periods. Students receive one credit per semester for the year-long class. Upon completion, the student will receive 1.0 credit - English 10 and 1.0 credit - World History.

The curriculum for the course is based on ideas and concepts found in World history from prehistory to present. All objectives for World history are included in World Studies. Literature that relates to the concepts found in history will be integrated into the learning experience. Examples include, *Animal Farm* and *The* *Kite Runner*, both of which are standard English 10 literature.

**Evaluation**: All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

**Prerequisites/Recommendations:** This course is recommended for serious students interested in looking at World History through literature and primary source documents. This course satisfies the English 10 and World History graduation requirements. Consider this a year-long course.

ENGLISH 11

04745 11 2 SEM 1 credit



English 11 will explore major American authors in areas of poetry, short story, novel, and drama. Writing and speaking assignments will be literature-based.

**Major Goals:** The student will:

1. Become familiar with different genres of literature.

2. Integrate literature with other subject matter.

3. Recognize how literature reflects the culture of the time.

4. Analyze selections using a variety of literary perspectives.

5. Improve formal writing skills through personal writing, creative writing, and expository writing.

1. Examine grammar concepts through writing.
2. Improve speaking through expressing views, presenting information, and group interaction.
3. Read and write frequently – in and out of class.

**Evaluation:** Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

HONORS ENGLISH 11

04755 11 2 SEM 1 credit



Honors English 11 has the same objectives as English 11, however, is an intensive reading and writing course which will move at an accelerated pace.

**Major Goals:** The student will:

1. Become familiar with different genres of literature.

2. Integrate literature with other subject matter.

3. Recognize how literature reflects the culture of the time.

4. Analyze selections using traditional literary techniques.

5. Improve writing skills through personal writing, creative writing, and expository writing.

6. Examine grammar concepts through writing.

1. Improve speaking through expressing views, presenting information, and group interaction.

**Evaluation:** Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites:** Successful completion of English 10 and completion of application process. In addition, the cumulative English grade point average will be considered. **Please see the application process at the end of the English Section for more details.**

**Senior English credit can be earned by completion of a Capstone course or ONE of the following electives:**

British Literature I

British Literature II

Advanced Placement English Literature

Writing Explorations

The Study of Film as Literature

Speaking and Listening in English (Speech)

Media Literacy

Intro to Journalism Publications

Newspaper/Writing for Publication

Advanced Newspaper /Writing for Publication

Introduction to Poetry

Yearbook Production

**ENGLISH ELECTIVES**

CAPSTONE

12 3 SEM 1.5 credit

***Earn 1 CR BUS, Fine Arts, Health, Math SCI, or SS; Earn .5 CR ENG (2 class hours 1st SEM; 1 class hour 2nd SEM)***

***\*\*\*English portion is Pacesetter (NCAA)\*\*\****

How will you be a part of the change you want to see in the world? This course is an integrated reading, writing, and communication class based in the philosophy of student choice and service learning. Each Capstone class will allow its students to explore issues and topics of interest to them in order to figure out how people are/have been treating each other, why it works that way, and what happens as a result. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?* You will choose and research an issue of social (in)justice or a major topic in a particular field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 65 for more information about the Capstone courses available.

LCC WRITING 121 – COMPOSITION I

08823A 12 1 SEM 1 credit

***(Student will earn 4 College Credit Hours and/or 1 High School Credit)***

Composition I is the study and practice of expository discourse to help students write more effectively. It emphasizes writing process, critical thinking, content development, organization, and style. Students will select their best work for their portfolio, which will be externally assessed.

**Prerequisite:** Accuplacer Reading Level 5 or 6 OR ACT in English and Reading of 18. (SAT EBRW 480+)

BRITISH LITERATURE I

04782 12 1 SEM .5 credit



This course will cover the early Anglo-Saxon and medieval periods of English literature, the Tudor period, Shakespearean plays and sonnets, the Restoration and the seventeenth and eighteenth century writers and novelists, and the beginnings of the Romantic period using *Frankenstein*. Critical reading and analysis of the literature will be expected.

**Major Goals:** The student will:

1. See the development of English literature from the heroic Old English tales through the polished eighteenth century writers.

1. Understand and appreciate Shakespearean drama.

3. Analyze different types of literature effectively: poetry, novel, short story, and drama.

4. Comprehend novels read independently.

5. Read critically.

6. Apply literary analysis skills to writing.

7. Voice opinions during class discussion.

**Evaluation**: Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites or Recommendations:** Demonstrated proficiency of skills taught in English 11.

BRITISH LITERATURE II

04783 12 1 SEM .5 credit



This course will cover the romantic period, the Victorian period and the modern period of English literature. Novels of Jane Austen, Charlotte and Emily Bronte, Charles Dickens, and H.G. Wells, among others, will be read and analyzed.

**Major Goals:** The student will:

1. Appreciate the sensitivity of the Romantics, the melancholy uncertainty of the Victorians, and the realism of the modern writers.

2. Analyze different types of literature: poetry, novel, short story, and drama.

3. Comprehend novels read independently.

4. Read critically.

1. Apply literary analysis skills to writing.
2. Voice opinions during class discussions.

**Evaluation**: Based on papers, tests, quizzes, class discussions, class preparation, and projects.

**Prerequisites or Recommendations:** Demonstrated proficiency of skills taught in English 11.

A.P. ENGLISH LITERATURE

04785 12 2 SEM 1 credit



This class will provide a complete preparation for the Advanced Placement Literature and Language Tests while exploring classical and modern English and World Literature. **This is a college level course, not a college prep course**. Intensive reading and writing, consistent class participation and the application of critical thinking are expected, **in addition to summer reading and writing assignments.**

**Major goals**: The student will:

1. Analyze and critically respond to all genres of literature.
2. Analyze and critically respond to major literary philosophies.
3. Develop college style in writing.
4. Practice in intellectually oriented class discussions.

**Evaluation**: Based on papers, tests, quizzes, class preparation, and class discussions.

**Prerequisites:** Successful completion of English 11 and completion of summer reading and writing.

WRITING EXPLORATIONS

04642 11-12 1 SEM .5 credit



This class provides students with an opportunity to write fiction (short stories), poetry, essays, and journals. The class will be a writing workshop. This means students must be able to work independently, developing their own writing styles and voices. There will be daily, in-class writing activities. There will be a fair amount of reading. Independent writing projects will also be required.

**Major Goals:** The student will:

1. Become acquainted with the basic forms of writing.

2. Develop his/her own perceptions and awareness of self and the world through written language.

3. Develop connections between the reading and writing process.

**Evaluation**: Based on the student's writing and classroom participation.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

INTRODUCTION TO POETRY

04620 12 1 SEM .5 credit



This course will review historical and contemporary poets with a concentration on student reading, writing, and speaking/performing. Students will study the various forms of verse and figurative language, analyze poetry both in writing and in class discussion. Emphasis will be placed on writing for different audiences and experimenting with verse form. ***Students will be required to share their work with small groups and the entire class on a daily/weekly basis, as well as speak or perform in front of the class.***

**Major Goals**: Students will:

1. Learn to identify basic verse forms.
2. Develop knowledge of recognized contemporary poets.
3. Write rhymed and open verse poetry with fluency.
4. Develop a vocabulary of poetic terms and devices.
5. Understand the role poetry has played in historical/contemporary culture.
6. Learn to read poetry for meaning, symbolism, and rhythm.

**Course requirements**: Students will**:**

* Write daily in journals in class.
* Complete a portfolio or collection of poetry that explores a variety of verse forms.
* Share, speak, and/or perform their poetry or the poetry of others on a daily/weekly basis.

**Prerequisites:** Demonstrated proficiency of skills taught in English 10.

THE STUDY OF FILM AS LITERATURE

04640 9-12 1 SEM .5 credit

Do you enjoy movies but want to know more, see more, and understand more? This class explores film’s history, technical aspects, genres, directors and other elements.

**Major Goals:** The student will:

1. Understand fundamental aspects of film technique and film narrative.
2. Analyze how a film’s technical aspects influence a viewer’s response.
3. Explore the work of a particular director.
4. Compare film of different historical time periods.
5. Expand out of your “movie comfort zone.”
6. View and analyze at least 15 classic and modern films in class.
7. Choose at least 6 films to analyze outside of class.
8. Gain more respect for this visual art and never look at movies the same way again!

**Evaluation:** The student will be assessed based on participation in class discussion, written responses, (e.g., reflections, essays, reviews, etc.) research projects, and outside independent work. Written work and reading regarding the critical analysis of film will be substantial elements of the course. Text: *Understanding the Movies*.

SPEAKING AND LISTENING IN ENGLISH

04662 9-12 1 SEM .5 credit



This class . . .

* Improves your communication skills (speaking formally and informally, learning about yourself and others).
* Allows you to meet new people in a comfortable environment.
* Provides a lot of creative freedom.
* Explores interesting and diverse topics & speeches:
  + Persuasive (informal, propaganda, debate)
  + Informative (biographical, This I Believe, impromptu)
  + Special Occasion (wedding vows)
  + Literary (One Act Play, Children’s Literature, Poetry)
  + Communication in Film Analyses (*Say Anything*, *The King’s Speech* and others)

Students will be evaluated on written, oral, formal and informal speeches, as well as journals, discussions, film analyses, listening skills, formal critiques, and other communication-based activities and assessments.

MEDIA LITERACY

04663 11-12 1 SEM .5 credit

In this course, students will learn how to critically view and analyze the media, in all its forms, with which they come in contact every day. Students will engage in discussion, projects, and other learning activities based largely on media coverage of current events and issues to help them learn to navigate the world of 24/7 breaking news and media messages with a critical eye. Unit topics include the role of media in a democratic society, media bias, marketing, and the construction of race and gender identities by media, among other crucial issues.

**Major goals:** Students will:

1. Learn how their opinions, values, and choices are influenced by the media
2. Understand the role media plays in a democratic society
3. Discover where the majority of the country’s understandings of important issues come from
4. Learn to evaluate media sources for credibility
5. Understand the role they play in shaping the media they consume

**Course Requirements:** Students will:

1. Reflect on their learning regularly in journals and class discussions
2. Research and analyze media in two lengthier essays
3. Participate in a literature circle to read a novel critically with a media literate eye
4. Design a media campaign for a service project they will complete to the school or community

**Evaluation:** Based on essays, journals, group and independent projects, and class discussions

**Prerequisite:** Demonstrated proficiency in skills taught in English 10 and U.S. History

VIDEO PRODUCTION

04152 10-12 1 SEM .5 credit

This course includes individual experience as well as team collaboration in the creation of multimedia productions. Students will be creating and producing videos and highlights of activities and events relating to school and the community. Students will be required to film outside the regular school day. Students will keep a record of all of their projects.

**Major Goals:** The student will:

1. Learn the use of camcorders, editing, and working with digital technology.
2. Learn the basics of lighting and sound.
3. Improve writing skills by organizing ideas in scripts.
4. Improve performance skills conducting interviews for broadcasts.
5. Produce positive video segments for school broadcasts.

**Evaluation:** Students will be graded on points earned for weekly assignments, projects, videos, and quizzes.

**Prerequisites/Recommendations:** The student must have a “B” or better in a computer course, have no discipline/attendance referrals from the attendance office.

INTRODUCTION TO JOURNALISM PUBLICATIONS (PRINT MEDIA)

04636 9-12 1 SEM .5 credit

***(Incoming Freshman are recommended to have a B- or higher in 8th grade Language Arts)***

This course is designed for students who have an interest in journalism and writing. The class will provide an overview of the fundamentals of interviewing, journalistic writing, and design concepts. Students will gain practice writing a variety of articles including basic news writing, features, sports, editorials, and reviews. Photography and layout concepts will also be covered, as well as an introduction to reading and creating news for the web. Students will gain a deeper understanding of course concepts through reading and projects, as well as weekly grammar lessons. Students who complete the class successfully may be considered for editorial positions on the newspaper or yearbook staff.

**Major Goals:** The student will:

1.     Understand the basic journalistic writing method.

2.     Write a variety of stories using the journalistic method.

3.     Learn journalism law and ethics.

4.     Understand concepts of photojournalistic composition and be able to apply them to news photographs.

5.     Learn basic publication design concepts and apply them to a variety of layout projects.

6.     Learn to use layout software to complete a variety of design projects.

**Evaluation**: Based on daily class notebook, reading responses, writing assignments, and design projects.

INTRODUCTION TO JOURNALISM II: DIGITAL MEDIA

04637 9-12 1 SEM .5 credit

***(Incoming Freshman are recommended to have a B- or higher in 8th grade Language Arts)***

This course is designed for students who have an interest in journalism and writing with an emphasis on breaking news and sports writing. Students will learn to create journalistic content for a digital environment including written news and sports stories, blogs, podcasts and other multimedia elements. Students will learn and apply journalistic law and ethics as it relates to the digital sphere. Students will gain a deeper understanding of course concepts by completing written assignments and video projects, as well as mini-lessons. Students who complete the class successfully may be considered for editorial positions on the newspaper or yearbook staff.

**Major Goals:** The student will:

1. Gain a deeper understanding of the journalistic writing method.

2. Write a variety of stories using the journalistic method with an emphasis on breaking news and sports writing.

3. Learn journalism law and ethics as it applies to digital media.

4. Learn to create video and audio content to accompany news packages.

5. Create and maintain a digital extension of the current student newspaper, Ramparts.

6. Create traditional written stories, blogs and other interactive features, such as online surveys and polls.

**Evaluation:** Based on daily class notebook, written and visual assignments, and class projects.

NEWSPAPER/WRITING FOR PUBLICATION

04621 10-12 2 SEM 1 credit

Journalism is for students who love to write and have a genuine interest in school and current events. Students are required to research, interview, write copy, take photographs, design pages, and edit material for publication. Reading and analyzing other publications and journalistic writing are also required. This introductory course will cover the basics of journalistic writing, the production of a newspaper and an introduction to advertising and layout. Students will have the opportunity to write news, sports, and feature stories, as well as opinion pieces including editorials, columns, and reviews. The student newspaper, ***Ramparts,*** is produced in the class and, as staff members, students will be expected to contribute material for each issue, meet copy and printing deadlines and finance the cost of printing by selling advertising. Students may qualify for editorial positions after the introductory semester. **A significant time commitment after school is required.**

**Major Goals:** The student will:

1. Understand the basic journalistic writing method.

2. Write news stories using the method.

3. Learn journalism law and ethics.

4. Understand the basic production methods of a newspaper.

5. Help produce the newspaper, ***Ramparts,*** in and outside the classroom.

6. Initiate contacts with community businesses to finance the newspaper with advertising.

**Evaluation:** Based on reading and writing assignments, page layout, meeting deadlines, selling advertising, and other written work.

**Prerequisites/Recommendations:** Students should have a “C” average or better in current English class. Application process and adviser approval required. Students with any incidents of plagiarism on their academic record will not be considered. (Pick up application and deadline information from any English teacher).

ADVANCED NEWSPAPER/WRITING FOR PUBLICATION

04631 11-12 2 SEM 1 credit

This class is for those students who wish to explore journalism more deeply and/or have an interest in a career in journalism. Advanced Newspaper/Writing for Publication students will have the option to choose an emphasis in one area of writing, layout, or photography while continuing to develop their knowledge and skills in all areas of journalism. Students will learn advanced design and layout concepts, in-depth investigative reporting techniques, and build leadership and business management skills.

Students will be responsible for publications of the school newspaper. Any students wishing to serve as editors must enroll in this class and undergo a separate application process. Ability to meet deadlines will be critical to success in the class. Work outside of class is expected.

**Goals:** The student will**:**

1. Gain a deeper understanding of a specialized area of journalism.
2. Practice effective leadership and supervisory techniques.
3. Demonstrate understanding of newspaper design layout, production, photography, desktop publishing, and advertising.
4. Provide leadership to the student body while practicing responsible and ethical journalism.

**Evaluation:** Evaluation will be based on:

* Meeting deadlines.
* Writing assignments.
* Design layout, and production of school newspaper.
* Advertising sales.
* Demonstration of responsibility, initiative, and leadership.
* Willingness to do work beyond normal classroom hours.
* Other individual/group projects and readings will be assigned.

**Prerequisites/Recommendations:** Successful completion of Newspaper/Writing for Publication. Application process and adviser approval required. Students with any incidents of plagiarism on their academic record will not be considered. (Pick up application and deadline information from any English teacher).

INTRO TO YEARBOOK PRODUCTION

04628 9-11 2ND SEM ONLY .5 credit

This class will provide an overview of journalistic writing, principals of design and typography, photography, advertising, and business management. Students will be responsible for ad sales, photography of all spring events, modular design of the yearbook for the following school year, and other general staff activities. Attendance, ad sales, and quality of page production will influence grade. Students will be expected to perform work outside of class. Please note: this course is NOT a prerequisite for students who wish to take Yearbook Production.

**Major Goals**: The student will:

1. Learn all processes of yearbook publication.
2. Read, analyze, evaluate, and produce various types of journalistic writing.
3. Learn responsible and ethical journalism with consideration for audience, journalistic tradition, culture, and media format.
4. Use language and grammatical structures appropriately and for a variety of purposes.
5. Understand and recognize good layout and graphic design.
6. Initiate contacts with community businesses and practice effective sales techniques.
7. Use computer technology to design and edit pages.
8. Learning small business management skills.
9. Contribute a lasting product to the student body.

**Evaluation**: Students will be evaluated based on the following:

* Completes ALL assigned work on time.
* Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.
* Demonstrates mastery of rules of layout and design based upon completing layout and design with limited assistance.
* Shows initiative and independence; does not wait for the advisor to give every direction.
* Shows maturity and makes ethical and responsible publishing and public relations decisions.
* Tries to help other students when his/her work is complete; is a team player.
* Good attendance; does not waste time or abuse hall/release time privileges.
* Volunteers to perform duties outside of class.
* Shows responsibility for supplies and materials.
* Meets all final deadlines.

**Prerequisites/Recommendations:** Must have adviser approval to enroll in course. Students must have a “C” or better in English. Students with any incidents of plagiarism on their academic records will not be considered. Priority for enrollment will be given to students who plan to continue with Yearbook Production the following fall.

YEARBOOK PRODUCTION

04627 10-12 2 SEM (MUST TAKE BOTH) 1 credit

This class will provide an overview of journalistic writing, principals of design and typography, photography, advertising, and business management. Students will be responsible for actual page design and production for the yearbook, ad sales, and other general staff activities. Attendance, ad sales, and quality of page production will influence grade. Students will be expected to perform work outside of class.

**Major Goals**: The student will:

* + - 1. Learn all processes of yearbook publication.
      2. Read, analyze, evaluate, and produce various types of journalistic writing.
      3. Learn responsible and ethical journalism with consideration for audience, journalistic tradition, culture, and media format.
      4. Use language and grammatical structures appropriately and for a variety of purposes.
      5. Understand and recognize good layout and graphic design.
      6. Initiate contacts with community businesses and practice effective sales techniques.
      7. Use computer technology to design and edit pages.

8. Learning small business management skills***.***

9. Contribute a lasting product to the student body.

**Evaluation**: Students will be evaluated based on the following:

* Completes ALL assigned work on time.
* Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.
* Demonstrates mastery of rules of layout and design based upon completing layout and design with limited assistance.
* Shows initiative and independence; does not wait for the advisor to give every direction.
* Shows maturity and makes ethical and responsible publishing and public relations decisions.
* Tries to help other students when his/her work is complete; is a team player.
* Good attendance; does not waste time or abuse hall/release time privileges.
* Volunteers to perform duties outside of class.
* Shows responsibility for supplies and materials.
* Meets all final deadlines.

**Prerequisites/Recommendations:** Students must have a “C” or better in English. Application process and adviser approval required. (Pick up application and deadline information from any English teacher). Students with any incidents of plagiarism on their academic records will not be considered.

YEARBOOK EDITORSHIP

04629 11-12 2 SEM (MUST TAKE BOTH) 1 credit

The main purpose of this class is to produce the yearbook. Students will be expected to serve as editors or in other leadership roles. Work outside of school is expected. Attendance, ad sales, and quality of production will influence grade.

**Major Goals:** The student will:

1. Practice effective leadership and supervisory techniques.
2. Demonstrate knowledge and application of ethical journalism.
3. Learn all processes of yearbook publication.
4. Lead, analyze, evaluate, and produce various types of journalistic writing.
5. Learn responsible and ethical journalism with consideration for audience, journalistic tradition, culture, and media format.
6. Use language and grammatical structures appropriately and for a variety of purposes.
7. Understand and recognize good layout and graphic design.
8. Initiate contacts with community businesses and practice effective sales techniques.
9. Use computer technology to design and edit pages.
10. Learning small business management skills.

11. Contribute a lasting product to the student body.

**Evaluation**: Students will be evaluated based on the following:

* Completes ALL assigned work on time.
* Follows rules of interviewing, reporting, writing, editing, and photojournalism as evidenced by published work.
* Demonstrates mastery of rules of layout and design based upon completing layout and design with limited assistance.
* Shows initiative and independence; does not wait for the advisor to give every direction.
* Shows maturity and makes ethical and responsible publishing and public relations decisions.
* Tries to help other students when his/her work is complete; is a team player.
* Good attendance; does not waste time or abuse hall/release time privileges.
* Volunteers to perform duties outside of class.
* Shows responsibility for supplies and materials.
* Meets all final deadlines.

**Prerequisites/Recommendations:** Adviser approval required.Successful completion of either Yearbook Production or Introduction to Yearbook Production.

DRAMATIC PERFORMANCE & THEATRE STUDIES (HISTORY)

05320 9-12 1 SEM .5 credit

This course will concurrently study dramatic performance and theatre history. Course content will cover ancient to contemporary theatre, traditional and modern plays and musicals, dramaturgy, auditioning, directing, acting and staging a play. Students will be reading full-length plays as well as scenes, monologues, essays, and other outside texts. Extensive writing will include journals, analysis essays, and critiques. A requirement of the course is full participation in acting out plays and scenes, directing plays and scenes, and individual and group presentations. Every student will act and/or direct in a final class production as part of the required final exam.

**Major Goals:** The student will:

1. Read, analyze, and perform plays, scenes, monologues, poems, and other works of prose from a variety of sources and genres.

2. Evaluate a production or play through attending or reading at least one full-length play or musical.

3. Critique their own and others’ performances.

4. Explore the various time periods and concepts of theatre history and drama.

5. ACTIVELY participate in a variety of presentations including:

1. Oral interpretation.
2. Pantomime.
3. Role-playing exercises.
4. Creative improvisation.
5. A full-one act production.

6. Understand the development of theatre and how it has reflected and/or impacted culture through time.

**Evaluation:** A significant portion of evaluation for students will be based on their participation in class discussions, voice, movement, directing, and acting exercises, and other presentational activities. Evaluation will also include completion of independent projects, written (essay) analysis, research, and critiques. While much of the content is performing, reading and writing will be integral elements of the course. Students will be strongly encouraged to participate in the school play or musical, however, this is not a requirement.

**Recommendations:** A requirement for this course is full participation and performance in all activities.

**APPLICATION PROCESS FOR HONORS ENGLISH COURSES – GRADES 9-11**

The English Department offers accelerated courses in the ninth, tenth and eleventh grades. These courses are Honors English 9, Honors English 10, and Honors English 11. The reading is more substantial and challenging than regular courses. There is also more writing, both creative and analytical.

Any student may apply for these courses, but there is **a prior screening process** in order to be considered for the classes. Students who do not apply will not be considered for the honors courses. In addition, students must reapply with a new portfolio each year to be admitted into any honors English class. Any student may sign up for Advanced Placement English during their senior year; however, completion of the summer reading and writing is essential in order to remain in the course.

**All applicants to Honors 9, Honors 10, and Honors 11 English must submit the following:**

# A Cover Letter -- This is a 1-2 page typed statement by the applicant, which covers what skills and qualities he/she would bring to an honors program and a brief summary of the strengths and weaknesses of the writing piece provided.

# A Polished Piece of Your Best Expository Writing -- This is a revised and edited piece written for an English class within the past calendar year. This should be of substantial length, anywhere from 3-10 pages long, typed, and clean—without teacher comments, etc. This must be an expository piece (literary analysis essay, persuasive essay, research paper, etc.), not a creative piece.

The cover letter and writing sample should be submitted to the applicant’s current English teacher, who will then complete a TEACHER RECOMMENDATION FORM, which will be considered in conjunction with the cover letter, sample writing piece, and current English grade.

Applications will not be returned. The application must be received by the applicant’s current English teacher by 2:45 p.m. on March 3, 2017. A committee of high school English teachers will read the portfolios.

FAMILY & CONSUMER SCIENCES

CHILD DEVELOPMENT I

05700 9-12 1 SEM .5 credit

***\*\*\*This course was formerly known as PARENTHOOD EDUCATION\*\*\****

**Description:** Students will understand the importance of careful considerations by males and females before pregnancy and proper care during the prenatal period. Students will study the physical, social, emotional and intellectual development of children from before birth up through toddlers. Skills will be taught to properly care for infants/toddlers as well as effective parenting skills to help them understand positive nurturing as parents or other child caregivers. Skills taught will coordinate with different stages of child development. The student will be assessed on the basis of daily assignments, quizzes, test, projects, comprehensive final exam, and practical application of knowledge gained through the Bay-Think-It-Over project

**Prerequisites/Recommendations:** Both males and females are encouraged to enroll. If you have taken Parenthood Education and passed, you should NOT take Child Development I (it is the same course & you will not receive credit)

**CHILD DEVELOPMENT II**

**05702 9-12 1 SEM .5 credit**

**Description:** Students taking Child Development II need to have passed Child Development I prior, for the content is a continuation of that course. This course will continue covering the physical, emotional, social and intellectual development of children and include moral development, but will cover preschoolers through adolescents. Students will evaluate parenting skills and discipline techniques as to their effectiveness and promotion of positive self-esteem. Accident and illness prevention will be addressed, as well as other situations for children such as child abuse prevention and special needs of handicapped children. Students will be assessed on the basis of daily assignments, quizzes, tests, projects, comprehensive final exam, and practical application of knowledge gained during a nursery school lab conducted by the class.

**Prerequisites/Recommendations:** Successful completion of Child Development I (Parenthood Education) Both males and females are encouraged to enroll.

CONSUMER EDUCATION

05707 10-12 1 SEM .5 credit



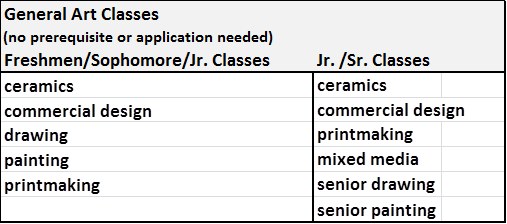
**Description:** This course will prepare students to live independently in the real world. Students will examine goal setting and decision making, values as a base for economic decisions, the job application process, the basics of personal finance: savings, paychecks, budgets, consumer awareness, banking, wise credit use, insurance, and taxes as well as how to pay for college and other adult expenses.  Students will be graded on written assignments, projects, participation, unit tests/quizzes and a cumulative final exam.

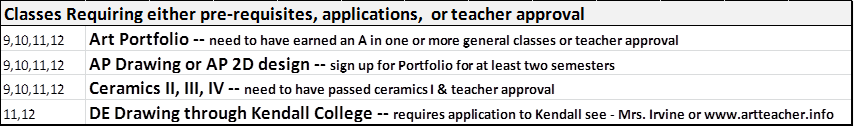
NUTRITION AND WELLNESS

05710 9-12 1 SEM .5 credit

**Description:** This course will emphasize making good nutritional choices by learning the fundamentals of food preparation, food safety and sanitation, knife skills, kitchen safety, kitchen math and measuring, cooking terms and techniques, MyPlate essentials, nutrients and their role in the body, how to read a nutrition label, as well as following directions, team work and organizational skills.  Students will be graded on written assignments, lab work, participation, unit tests/quizzes, and a comprehensive final examination.

FINE ARTS & MUSIC





DRAWING

05324 9-12 1 SEM .5 credit

This is an entry-level course in which basic drawing techniques will be taught. Advanced skills and concepts will be introduced. Students will be introduced to various types of drawing materials and drawing styles. Subject matter will start very simple and will progress with student confidence. You do not need to know how to draw to take this class. This class will teach you how to draw! Respect for self, others, art materials, and the art studio is expected. It is highly recommended that you successfully complete this course before applying to the DE Kendall drawing course.

**Major Goals:** The student will:

1.Gain a basic understanding of the drawing processes.

2. Be able to use a variety of mediums to create drawings.

3. Learn to use drawing techniques and methods of application to accomplish creative goals.

4. Appreciate the intrinsic value of creating.

5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate drawings.

6. Develop critical and creative thinking and problem-solving skills.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts. Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, and proper technique. Basically, successful students will attempt all parts of every assignment, finish them, turn them in on time, clean up their messes, and work respectfully in the art studios.  Student work doesn't have to be amazing; it needs to adequately demonstrate understanding of what is being taught. This course will end with a final exam and presentation.

KENDALL DUAL ENROLLMENT DRAWING

11-12 1 SEM .5 credit

Drawing 1 KCDR 131 Kendall College of Art and Design of Ferris State University 3 college credits.

This course will emphasize the process of drawing as observation and conceptualization through hand-eye coordination. Emphasize will be put on linear construction with concern for accurate proportion and simple positive-negative / figure-ground relationships. This course will include linear perspective, measurement techniques, and the use of grids, value studies and a variety of drawing methods Students will learn to sketch objects accurately in regard to structure, proportion and perspective.

Students who successfully complete this course will earn credit at both Kendall College and Holt High School.

**Additional requirements:** Tuition and Materials costs.

**Evaluation:** Grades will be given on attendance, effort, class participation, knowledge of the materials covered. Requirements set by Kendall course administration. Craftsmanship is an essential. You will receive a midterm grade midway through the semester. You will have individual critiques with the instructor as the course progresses. Attendance: Students will have two excused absences. After two absences the student’s grade will go down progressively with each absence.

**Prerequisite:** Students must successfully complete drawing at the high school level. Application required. Process includes a drawing portfolio, teacher recommendation, and transcript.

PAINTING

05325 9-12 1 SEM .5 credit

This is an entry-level course in which basic painting techniques will be taught. Advanced skills and concepts will be introduced. Students will be introduced to various types of paint and painting styles. We will begin with color mixing and learning how to use the mediums. Learning will progress through the completion of several projects. Respect for self, others, art materials, and art studio is expected.

**Major Goals:** The student will:

1.Gain a basic understanding of painting processes.

2. Be able to control tempera and watercolor paints to create successful paintings.

3. Learn to use painting techniques and methods of application to accomplish creative goals.

4. Appreciate the intrinsic value of creating.

5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate drawings.

6. Develop critical and creative thinking and problem-solving skills.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts.  Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, and proper technique. Basically, successful students will attempt all parts of every assignment, finish them, turn them in on time, clean up their messes, and work respectfully in the art studios.  Student work doesn't have to be amazing; it needs to adequately demonstrate understanding of what is being taught. This course will end with a final exam and presentation.

SR PAINTING

05335N 12 1 SEM .5 credit

***(Students may take both Painting and Senior Painting classes for credit.)***

This class is taught similarly to painting class, however we do different projects. Challenging projects are available for advanced students.

PRINTMAKING

05334 9-12 1 SEM .5 credit

This is an entry-level course for students that have little or no experience in printmaking. This class will include a wide range of additive and subtractive printing techniques. Students will also have the opportunity to learn the process of screen printing, relief printing, as well as collagraph and etching printmaking methods. The notion of the “individual artist style” will be stressed as mixed media techniques and will open the door to limitless opportunities.

**Evaluation**: The student will be assessed according to his/her ability to incorporate design concepts and printing techniques into visual art forms. Completion of projects, classroom work habits, and proper use of supplies are essential for final evaluation. This course will include class critiques and a written, open-notebook final exam.

COMMERCIAL DESIGN (GRAPHIC DESIGN)

05329 9-12 1 SEM .5 credit

This entry-level course is recommended to students who enjoy two-dimensional design, calligraphy, illustration, typography, perspective drawing, cut paper collage, pen and ink, and other aspects of commercial art. Students will spend time analyzing commercials and the success of product design logos. Basic knowledge of two-dimensional design will be taught through a wide variety of materials. Compositional concepts, layout design, and lettering are stressed along with various forms of commercial and creative designs.

**Major Goals:** The student will:

1. Learn illustrative typography by modifying basis letters.
2. Learn to make "camera ready" art.
3. Learn to be expressive through illustration.
4. Participate in school and community art projects.
5. Learn how to create a successful composition based on elements and principles of design.
6. Learn how to analyze art in verbal and written form.
7. Learn to analyze successful commercials and logos.

**Evaluation**: The student will be assessed according to her/his ability to incorporate the art concepts taught in class into actual visual forms. Completion of art projects, classroom work habits, and proper use of supplies are all essential to the final evaluation. This course will include class critiques and an open-notebook final exam.

CERAMICS I, II, III, IV

05341 9-12 1, 2, 3 or 4 SEM .5 credit per SEM

Basic hand-building techniques such as pinching, coiling, and slab building will be mastered in this beginning clay course. Projects will focus on creating functional objects using the basic techniques in several combinations. Students will learn basic surface finishing techniques as carving, burnishing, and glazing. Elements and principles of design will be the basis of creating and analyzing work.

**Major Goals**: The student will:

1. Gain a basic understanding of the properties of clay.
2. Be able to use a variety of hand-building techniques to create objects out of clay.
3. Distinguish intentional design visually from the unintentional.
4. Appreciate the intrinsic value of creating.
5. Develop a vocabulary based on the elements and principles of design to be able to describe, analyze, and evaluate works of clay art.
6. Develop critical and creative thinking and problem-solving skills.

**Evaluation**: The student will be assessed according to his/her ability to incorporate ceramics hand-building techniques into visual art forms. Completion of projects, classroom work habits, and proper use of supplies are all essential to the final evaluation.

**Prerequisites or Recommendations:** Students should enjoy making things with their hands. Ceramics I is an introductory course. Ceramics II, III and IV are taught concurrently but require successful completion of ceramics I and teacher approval

ART PORTFOLIO

05327 11-12 1 OR 2 SEM .5 credit per SEM

This course is for students who have had success in prior art classes and are ready for more independent and in depth studio work. The focus is on developing creativity. Instructors help students create their best work through project criteria that inspire creativity, problem solving, and growth. You may take this course one or two semesters.

**AP Studio Art Option:** Gifted students are especially encouraged to take this option because you may earn college credit through this A.P. option. To earn A.P. credit and/or be ready for the A.P. Test, the student must take two consecutive semesters (one full year) of this course.

**Evaluation:** Students are assessed based on participation and demonstration of understanding concepts.  Classroom work habits and proper use of supplies are essential for final evaluation. Art projects, critiques, tests, quizzes, and written work are used to demonstrate student understanding and comprehension of artistic concepts. They are graded based on completion, design, and proper technique. This course will end with a final exam and presentation.

MIXED MEDIA

05350N 12 1 SEM .5 credit

This course is open to all students in grade 12 who have an interest in creative design. Students will work with a variety of mediums including fibers, ceramics, paint, collage, and glass. Students will study composition, technique, elements of design, collaborative, and contemporary art.

**Major Goals:** The student will:

1. Learn about art as a medium for communication.

2. Distinguish between visually intentional design and the unintentional.

3. Learn to work cooperatively and collaboratively in a studio environment.

4. Learn new techniques and mediums for creating art.

5. Gain a broader understanding of contemporary art and design.

**Evaluation:** On-time completion of assignments, daily assignments, and participation in class activities and discussion. Proper studio etiquette, following safety and cleanup procedures, and proper use of supplies are important parts of success in this class.

BELLE CHANSON

05305 9-12 2 SEM (MUST TAKE BOTH) 1 credit

Belle Chanson is a performing organization consisting of female students who demonstrate potential in basic vocal production skills and performance discipline. Emphasis will be placed on basic vocal production techniques, music theory, and sight-reading. Students will be exposed to a variety of musical periods, styles, and foreign language. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance both within and outside of the regular school day.

CHORALE

05309 9-12 2 SEM (MUST TAKE BOTH) 1 credit

This is an advanced mixed chorus. There will be auditions held for Chorale before the end of the school year. The Holt Chorale is a performing organization consisting of students who demonstrate mastery of basic vocal production skills and performance discipline. Students will be required to exhibit serious discipline and intermediate vocal production skills. Emphasis will be placed on vocal interpretation, music theory, history of period pieces, foreign language, and contextual application of historically appropriate performance techniques. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance.

**Prerequisites or Recommendations:** The student must pass an intermediate skills audition given by the director and/or panel of professional evaluators. If interested, please sign up for Belle Chanson.

CANTIQUE

05315 9-12 2 SEM (MUST TAKE BOTH) 1 credit

This is an intermediate women’s chorus. There will be auditions held for Cantique before the end of the school year. Cantique is a performing organization consisting of students who demonstrate intermediate level of basic vocal production skills and performance discipline. Students will be required to exhibit serious discipline and intermediate vocal production skills. Emphasis will be placed on vocal interpretation, music theory, history of period pieces, foreign language, and contextual application of historically appropriate performance techniques. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance.

**Prerequisites or Recommendations:** The student must pass an intermediate skills audition given by the director and/or panel of professional evaluators. If interested, please sign up for Belle Chanson.

MEN OF HOLT

05308 9-12 2 SEM (MUST TAKE BOTH) 1 credit

Men of Holt is a performing organization consisting of male students who demonstrate potential in basic vocal production skills and performance discipline. Emphasis will be placed on basic vocal production techniques, music theory, and sight-reading. Students will be exposed to a variety of musical periods, styles, and foreign language. Students will be required to participate in various choral festivals, concerts, and clinics scheduled outside of the regular school day. Student will be evaluated on the basis of daily classroom performance and participation, vocal and written examinations, and required performance attendance both within and outside of the regular school day.

MUSIC THEORY & COMPOSITION

05304 9-12 1 SEM .5 credit



This is a beginning music theory and composition which covers the basics of music theory and music composition. The course is computer generated, which allows for each student to move at his/her individual pace. Students will master the basics of musical notation as well as chord structure, voice leading, counterpoint, and figured bass notation. Further, students will study scales, harmony construction, theme, ostinato, accompaniment, imitation, and lyrics. Students will become familiar with Sibelius music notation software, which will be used to complete assignments and projects.

**Evaluation:** Students will be evaluated on review test scores and percentage of completed course, as well as successful completion of composition assignments and projects. A music theory written final exam and a final exam composition project will be required.

HUMANITIES

05317 9-12 1 SEM .5 credit

Each time this course is offered, a different time period will be selected to study. Students will explore a specific period of history in terms of art, music, architecture, culture, and significant historical events. Students will be expected to participate in all aspects of experience including, music performance and artistic creation. There will be extensive reading and writing and research requirements.

**Evaluation:** Students will be evaluated on successful participation in class and successful completion of course objectives including, reading, writing, research, musical performance, and artistic creation.

CONCERT BAND

05300 9-12 2 SEM (MUST TAKE BOTH) 1 credit

This ensemble is comprised of ninth through twelfth grade instrumental students in the Holt Public Schools. This is the “first step” in High School Band. The Concert Band meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are ***required***.

**Prerequisites/Recommendations:** Student must have been in band in Previous school year. Students must have their own instrument unless they play tuba, baritone, or percussion.

SYMPHONIC BAND

05301 9-12 2 SEM (MUST TAKE BOTH) 1 credit

This concert organization contains students in grades 9-12, **by audition only**. The Symphonic Band meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are ***required***.

**Prerequisites/Recommendations:**  All students will audition and be placed **by instructor** into this ensemble

WIND ENSEMBLE

05302 9-12 2 SEM (MUST TAKE BOTH) 1 credit

This concert organization contains students in grades 9-12, **by audition only**. This band is comprised of the most advanced students of instrumental music at Holt High School. The Wind Ensemble meets together throughout the year, but all members will be in the Holt Ram Marching Band. Wednesday evening rehearsals and attendance at all performances are ***required***.

**Prerequisites/Recommendations:** All students will audition and be placed **by instructor** into this ensemble.

ADVANCED MUSIC THEORY

05303 9-12 1 SEM .5 credit

Advanced music theory is a course in the basic structures of harmony, rhythm, and melody. Working knowledge of the treble and bass clef, and the ability to read music are required, therefore, either choral or band experience is strongly recommended. This course is designed to be an entry-level college class.

**Prerequisites/Recommendations:** Student must be able to read music. Choral or band experience is strongly recommended.

JAZZ BAND

05302 9-12 (BY AUDTION ONLY) 1 SEM .5 credit

This ensemble is designed to take traditional jazz instrumentation and allow the experience of jazz playing to students. A much smaller band than the Symphonic and Concert bands, this band performs more often during the course of the year. This is a “zero” hour course. The class meets Tuesdays and Thursdays at 6:30 a.m. beginning in January. In order to receive one half credit, you must attend rehearsals and performances from January to the end of the year.

FINE ARTS CAPSTONE

12 3 SEM 1.5 credit

*Earn 1 CR FINE ARTS; Earn .5 CR ENG (2 class hours 1st SEM; 1 class hour 2nd SEM)*

How will you be a part of the change you want to see in the world? This course is an integrated arts class based in the philosophy of student choice and service learning. The Fine Arts Capstone will allow its students to explore issues and topics of interest to them in order to explore, analyze, and create works that effectively identify and communicate universal human needs, passions, values, and the struggle toward a better world. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?* You will choose and research an issue of your own interest in a fine arts field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 64 for more information about the Capstone courses available.

HEALTH

HEALTH

05600 9-12 1 SEM .5 credit

**Description:** Health is a life management course designed to promote careful examination of one’s own health habits and develop a better understanding of the relationship between decisions and health consequences. Specific units to be included are: Health and Wellness, Mental Health, Chemical Awareness, Reproductive Health, Disease and Disorders.

**Prerequisites/Recommendations:** This course is a graduation requirement and may be taken in any grade, nine through twelve. Parental discretion and input on the grade in which the student takes this course (9th through 12th grade) is important since it is the only remaining formal reproductive health instruction from 9th grade through graduation. Parents are urged to take into consideration the unique needs of their son/daughter in terms of growth, development, and physical and emotional maturity. It is recommended that students complete this course before their senior year.

ADVANCED HEALTH AND FITNESS

05609 10-12 1 SEM .5 credit

***\*\*\*This course will NOT fulfill the required Health or PE credits\*\*\****

***Course will meet two days per week in the classroom; two days per week in the gym;***

***Wednesday will be testing days.***

**Description:** The objective of this course will be for each student to demonstrate an understanding of the human body and how our health and fitness can impact every part of their lives and future. They will gain an appreciation of how personal behaviors and decisions affect their goals.  Students will be involved in a personal fitness program. Students are expected to: Gain knowledge in various health topics and develop an understanding of the principles of training, exercise, flexibility, cardiovascular fitness, and the connection to overall health; Further study the relationship of their personal behaviors and the impact on their overall health;  Integrate and apply lessons learned from the classroom into an organized workout system to develop a life-long fitness plan;  Work throughout the semester to write and review their progress using physical testing results and calculating nutritional needs;  Review their progress weekly and use their test results to form personal goals.

**Prerequisites or Recommendations:** Successful completion of Health and a Physical Education course.

INTRODUCTION TO HEALTH OCCUPATIONS

05601 11-12 1 SEM .5 credit



**Description:** This course introduces students to the health care industry, including medical ethics, trends in health care and exploration of career options. It includes introduction to medical terminology, anatomy and physiology, vital signs measurement, math used for conversions, basic cardiac life support skills, and universal precautions/blood borne pathogen training. After successful completion of training, students will be certified in CPR and Basic Cardiac Life Support. Students will also earn 3 LCC credits after completing the course with a grade of 80% or higher.

**Evaluation:** Essays, presentations, projects, daily assignments, unit test, comprehensive final exam.

**Prerequisites/Recommendations:** This course is an articulated course through LCC. After completing this course with an 80% or above, students will be able to receive 3 credits toward their LCC education. Health is a prerequisite for this course and it is recommended that the students have had biology.

HEALTH CAPSTONE

12 3 SEM 1.5 credit

***Earn 1 CR HEALTH; Earn .5 CR ENG (2 class hours 1st SEM; 1 class hour 2nd SEM)***

How will you be a part of the change you want to see in the world? This course is an integrated health sciences class based in the philosophy of student choice and service learning. The Health Sciences and Wellness Capstone will allow its students to explore issues and topics of interest to them in order to promote an understanding of the human body, current health occupations, and positive trends in physical education to promote healthier lifestyles in their communities. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?* You will choose and research an issue of your own interest in a health sciences field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 65 for more information about the Capstone courses available.

MATHEMATICS



**Course Evaluation:** Grading in Mathematics course will be based on a combination of written tests, quizzes, homework assignments, projects, classroom participation, and assessments. Classroom work is very important in contributing to the student’s understanding of the material. *Students who are absent or who do not complete their work during class periods allowed are expected to finish their work during their own time.* Missing classroom discussion will be very difficult for a student to make up.

**In addition to content objectives, all mathematics courses will ensure that students engage in the eight Standards for Mathematical Practice:**

* Make sense of problems and persevere in solving them
* Reason abstractly and quantitatively
* Construct viable arguments and critique the reasoning of others
* Model with mathematics
* Use appropriate tools strategically
* Attend to precision
* Look for and make use of structure
* Look for and express regularity in repeated reasoning

**GEOMETRY A (1ST SEM) / GEOMETRY B (2ND SEM)**

**96611A / 96611B 9-10 2 SEM 1 credit**



**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Geometry builds on key geometric topics developed in the middle grades. Students beginning geometry will be able to recognize, classify, and apply properties of simple geometric shapes; know and apply basic similarity and congruence theorems; understand simple constructions with a compass and straight edge; and find the area and volume of basic shapes.

Students studying geometry in high school will further develop analytic and spatial reasoning. They will apply what they know about two-dimensional figures to three-dimensional figures in real-word contexts, building spatial visualization skills and deepening their understanding of shapes and shape relationships. Geometry includes a study of right triangle trigonometry that is developed through similarity relationships. Connections between transformations of linear and quadratic functions to geometric transformations will be made and earlier work with linear functions and coordinate graphing will lead into coordinate geometry.

Students will study formal logic and proof to help them understand the axiomatic system that underlies mathematics through the presentation and development of postulates, definitions, and theorems. Students will develop deductive reasoning skills that can be applied to both mathematical and real-world problem contexts.

Throughout geometry, students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems. Students will engage in the eight mathematical practices.

**HONORS GEOMETRY A (1ST SEM) / HONORS GEOMETRY B (2ND SEM)**

**96613A / 96613B 9 2 SEM 1 credit**



**Description:** See Above Geometry Description. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth than in the regular sequence and that more work outside of class will be expected.

**Prerequisite:** Teacher Recommendation.

**ALGEBRA A (1ST SEM) / ALGEBRA B (2ND SEM)**

**06131A / 06131B 10-12 2 SEM 1 credit**



**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Algebra A builds on a number of key algebraic topics developed in the middle grades. his course moves sequentially through a study of linear, quadratic, polynomial, and rational functions using tables, graphs, rules, data modeling, inverse functions, and real-world contexts to illuminate algebraic concepts. Students will explore designated topics from both theoretical and applied perspectives.

**HONORS ALGEBRA A (1ST SEM) / ALGEBRA B (2ND SEM)**

**06133A / 06133B 10 2 SEM 1 credit**



**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. Honors Algebra A builds on a number of key algebraic topics developed in the middle grades. This course moves sequentially through a study of linear, quadratic, polynomial, and rational functions using tables, graphs, rules, data modeling, inverse functions, complex numbers and real-world contexts to illuminate algebraic concepts. Students will explore designated topics from both theoretical and applied perspectives. Additional honors topics of study may include algebraic proof, sequences and series, systems of equations, and matrices.

**Prerequisites:** Successful Completion of or concurrent enrollment in Honors Geometry A and B or Geometry A and B with teacher recommendation. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth than in the regular sequence and more work outside of class will be expected.

**ALGEBRA C (1ST SEM) / ALGEBRA D (2ND SEM)**

**06137A / 06137B 11-12 2 SEM 1 credit**



**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. This course builds on Algebra A and B topics and practices relating to functions and mathematical models. Students are introduced to trigonometric functions, exponential functions, logarithmic functions, parametric functions, probability, descriptive statistics, and normal distributions.

This course will also prepare students for options in their senior year including:

* AP Calculus (2 semesters)
* AP Statistics (2 semesters)
* Data Analysis (1 semester)
* Advanced Topics in Algebra (1 semester)

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions.  Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Algebra A and Algebra B or Honors Algebra A and Honors Algebra B

**HONORS ALGEBRA C (1ST SEM) / ALGEBRA D (2ND SEM)**

**06161A / 06161B 11-12 2 SEM 1 credit**



**Description:** Course topics and mathematical practices have been selected from the Common Core State Standards. This advanced mathematics course introduces students to trigonometric functions, exponential function, logarithmic functions, parametric functions, probability, descriptive statistics, and normal distributions. Additional topics may include sequence and series, limits, and binomial distributions. Students will explore designated topics from both theoretical and applied perspectives. Projects involving the material taught will be a regular part of this course.

This course will also prepare students for options in their senior year including:

* AP Calculus (2 semesters)
* AP Statistics (2 semesters)
* Data Analysis (1 semester)
* Advanced Topics in Algebra (1 semester)

*It is strongly recommended that students take at least a semester of a math course in their senior year, except in rare occasions.  Matriculation data from colleges and universities clearly indicate that students considering post-secondary education should take a full year of courses from the math department in their senior year.*

**Prerequisites:** Successful completion of Honors Algebra A and B or successful completion of Algebra A and B with teacher recommendation. Students electing the honors mathematics sequence should recognize that more material will be covered in greater depth than in the regular sequence and more work outside of class will be expected.

**ADVANCED ALGEBRA TOPICS**

**06139A 12 1 SEM .5 credit**



**Description**: This course expands students’ algebraic study beyond Algebra C/D. Students study mathematics related to 3-dimensional geometry and mathematics for describing motion using includes vectors, parametric equations, conic sections, and introductory concepts of Calculus.

**Prerequisites**: Successful completion of Algebra C and D or successful completion of Honors Algebra C and D.

**DATA ANALYSIS**

**06139B 12 1 SEM .5 credit**



**Description**: This course is a study of statistical applications. It includes analyzing data and information using methods of probability and statistical analysis, including normal distributions and confidence intervals. The course also looks at modeling data using regression techniques. Students can expect to work with real-life applications and situations that involve the use of probability and statistics to make decisions. Students will engage in the eight mathematical practices.

**Prerequisites**: Successful completion of Algebra C and D or successful completion of Honors Algebra C and D.

**ADVANCED PLACEMENT CALCULUS**

**06163 12 2 SEM 1 credit**



**Description:** This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Calculus (AB) Test. Calculus is a course consisting of three major topics: Elementary Functions and Limits; Differential Calculus, including its applications; and Integral Calculus, including its applications. For more detail, see: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-calculus-course-description.pdf>.

**Prerequisites:** Successful completion of Honors Algebra C and D, or successful completion of Algebra C and D with teacher recommendation. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside the classroom.

**ADVANCED PLACEMENT STATISTICS**

**06179 11-12 2 SEM 1 credit**



**Description**: This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Statistics Test. Students will further study concepts of probability and descriptive statistics that were introduced in Algebra D and will then be introduced to concepts and techniques for design of statistical studies, and statistical inference (confidence intervals, hypothesis testing) in the context of with Normal Distributions, t-distributions, Chi-Squared Distributions, Binomial Distributions, and Linear Regression Models. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside the classroom. For more detail, see: http://media.collegeboard.com/digitalServices/pdf/ap/ap-statistics-course-description.pdf.

**Prerequisites**: Successful completion of Honors Algebra C and D, or successful completion of Algebra C and D with teacher recommendation. Students electing this course must recognize that the material covered is at the college level and will require considerable work outside of the classroom.

**STEM (Science, Technology, Engineering, and Mathematics) CAPSTONE 12 3 SEM 1.5 credit**

***Earn 1 CR MTH; .5 CR ENG (2 class hours 1st SEM; 1 class hour 2nd SEM)***

**Course goals:** How will you be a part of the change you want to see in the world? This course is an integrated mathematics class based in the philosophy of student choice and service learning. The STEM Capstone class will allow students to explore issues and topics of interest to them in order to figure out what kinds of complex interpersonal, civic, and engineering problems are out there and how they affect us. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?*

You will choose and research an issue of your own interest in the STEM field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 65 for more information about the Capstone courses available.

**LCC MATH 121 – PRECALCULUS I**

**08823B 12 1 SEM 1 credit**

***(Student will earn 4 College Credit Hours and/or 1 High School Credit)***

**Description**: This course provides the foundation of college algebra essential for subsequent mathematics courses. Preparing students for calculus is emphasized. Topics include polynomial, rational, radical, exponential, and logarithmic functions; solving equations/inequalities algebraically and graphically; and mathematical modeling/regression in problem solving.

**Prerequisites**: Accuplacer Reading Level 5 and Writing Level 4 OR ACT Math 22, English 18, and Reading 18 or above, SAT EBRW 480+, Math 550+.

MODERN LANGUAGE

 ***Language other than English (for class of 2016 and beyond) – Students must earn 2 credits in grades 8-12***

**fRENCH I – 05501**

**05501 A / B 9-12 1 SEM 1 credit**



**Description:** The first year of French introduces the student to the study of foreign language. Basic conversations about daily activities and family will be in French. Some reading and writing selections will be studied in order to further the interest of the student in the French language.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing.

2. Receive language instruction within the context of the contemporary French-speaking world and its culture.

**Evaluation**: Evaluation will be based on oral and written grades from workbooks, listening and syntax quizzes, board games, tape recorder and activity sheets, reading passages, unit exams, and achievement tests.

**french ii**

**05503 A / B 9-12 2 SEM 1 credit**



**Description:** Students will gain more experience in reading and writing short compositions and more knowledge of cultural differences and similarities. Continued practice in speaking will be enhanced by students writing their own conversations and by acting them out.

**Major Goals:** The student will:

1. Attain a greater degree of proficiency in the areas of speaking, listening, reading, and writing French.

2. Broaden his/her vocabulary in key areas appropriate to his/her age and social development.

**Evaluation**: Evaluation will be based on written grades from listening and syntax quizzes, pronunciation, oral comprehension, general speaking skills, unit tests, and achievement tests.

**Prerequisites or Recommendations:**  French I

## **FRENCH III**

**05505 A / B 10-12 2 SEM 1 credit**



**Description:** This course will present more complex structures of basic French and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The student will acquire a command of the key vocabulary and structures necessary for personal communication.

**Evaluation**: Evaluation will be based on oral and written grades from vocabulary quizzes, oral and listening comprehension exams, unit exams, and achievement tests.

**Prerequisites or Recommendations:**  A “C” or better in French II.

**french iv**

**05507 A / B 11-12 2 SEM 1 credit**



**Description:** This course continues the study of more complex grammatical structures and makes use of the four skills attained in French I-III. Literature, art, and history selections of the francophone world will be studied.

**Major Goals:** The student will:

1. Gain insight into the history and fine arts of French civilization.
2. Use his/her skills daily in speaking, reading, listening, and writing only in French.
3. Gain confidence in his/her ability to use French for personal (face to face) conversation and will be able to communicate more abstract ideas in the language.

**Evaluation**: Evaluation will be based on the student's ability to express his/her answers, ideas, and desires to the teacher with a minimum of English language intrusion. Some written exams will also be given in the four attained skills.

**Prerequisites or Recommendations:**  A “C” or better in French III.

**FRENCH V**

**05509 A / B 12 2 SEM 1 credit**



**Description:** This course will focus on fine-tuning the student’s language skills using a variety of instructional and student-directed approaches. It will be project and interest based, using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation**: Evaluation will be based on projects, unit assessments, communicative assessments, as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:** Four years of the language prior or teacher approval.

**german i**

**05541 A / B 9-12 2 SEM 1 credit**



**Description:** This course introduces the student to the language and culture of the German-speaking world. A variety of learning experiences will be used to promote language proficiency, that is, the ability to use German outside of the classroom.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in listening, speaking, reading, and writing.

2. Become acquainted with basic factual information of German culture and history.

3. Receive the language instruction within the context of the contemporary German-speaking world and its culture.

**Evaluation**: Evaluation will be based on oral and written grades from homework, quizzes, tests, projects, reading passages, and a variety of other learning experiences. Study and review nightly (15-20 minutes) are required to succeed.

**german ii**

**05543 A / B 9-12 2 SEM 1 credit**



**Description:** This course further develops the language and culture of the German-speaking world. A variety of learning experiences will be used to promote language proficiency, that is, the ability to use German outside of the classroom.

**Major Goals:** The student will:

1. Attain an acceptable degree of proficiency in listening, speaking, reading, and writing.
2. Become acquainted with basic factual information of German culture and history.
3. Receive language instruction within the context of the contemporary German-speaking world and its culture.

**Evaluation**: Evaluation will be based on oral and written grades from homework, quizzes, tests, board games, projects, reading passages, and a variety of other learning experiences. Study and review nightly (15-20 minutes) are required to succeed.

**Prerequisites or Recommendations:** German I.

**german iii**

**05545 A / B 10-12 2 SEM 1 credit**



**Description:** This course will present more complex structures of basic German and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The student will:

1. Acquire a command of the key vocabulary and structures necessary for personal communication.

1. Gain confidence in his/her ability in communicating in German through speaking, writing, reading, and listening.
2. Obtain an understanding of German history and culture.

**Evaluation**: Evaluation will be based on oral and written grades from homework, vocabulary quizzes, tests, class projects, and class participation.

**Prerequisites or Recommendations:**  A “C” or better in German II.

**german IV**

**05547 A / B 11-12 2 SEM 1 credit**



**Description:** The primary goal of this course is to help students to bridge the gap from the intermediate level language course to more advanced coursework in German, implementing a variety of texts (newspaper and magazine articles, poetry, literary and historical texts, advertisements, letters, fairy tales, and a short novel), videos, television broadcasts, and use of the Internet. Course content will focus on units on music, art, history, and contemporary Germany.

**Major Goals:** The student will:

1. Increase active vocabulary for greater ease in speaking and writing.
2. Increase passive vocabulary for better comprehension in listening and reading.
3. Be able to use the language outside of the classroom setting.
4. Gain insight into German culture and be able to express ideas and opinions regarding his/her understanding of what he/she has learned.

**Evaluation**: Evaluation will be based on participation in class discussions, oral summary of readings, short oral reports on current events to be used as stimuli for class discussion, written exams, and projects.

**Prerequisites or Recommendations:**  A “C” or better in German III.

**GERMAN V**

**05549 A / B 12 2 SEM 1 credit**



**Description:** This course will focus on fine-tuning the student’s language skills using a variety of instructional and student-directed approaches. It will be project and interest based using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation**: Evaluation will be based on projects, unit assessments, communicative assessments, as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:**  Four years of the language prior or teacher approval.

**spanish i**

**05521 A / B 9-12 2 SEM 1 credit**



**Description:** This course introduces the student to the language and some culture of the Spanish-speaking world. The text used presents a varied approach, focusing on reading, writing, listening, and speaking.

**Major Goals:** The students will listen, read, write, and converse in Spanish about self, family, and friends at the foundation level.

**Evaluation**: Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

**spanish ii**

**05523 A / B 9-12 2 SEM 1 credit**



**Description:** This course continues the introduction of language and culture of the Spanish-speaking world. It provides a broader cultural focus.

**Major Goals:** The students will broaden their fluency to include the ability to function within a community.

**Evaluation**: Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

**Prerequisites or Recommendations:**  Spanish I.

**spanish iii**

**05525 A / B 10-12 2 SEM 1 credit**



**Description:** This course will present more complex structures of basic Spanish and expand the cultural themes of the first and second levels. The course is designed to provide a variety of learning experiences.

**Major Goals:** The students will increase their ability to discuss events in the past and future, as well as perfect previously learned material.

**Evaluation**: Evaluation will be based on oral and written grades from vocabulary quizzes, reading passages, unit exams, and class projects/skits, oral and video tapes, homework, and class participation.

**Prerequisites or Recommendations:**  A “C” or better in Spanish II.

**spanish iv**

**05527 A / B 11-12 2 SEM 1 credit**



**Description:** This course builds on the oral, grammatical, and cultural skills attained in Spanish I-III. The course will also present an in depth study of Spanish grammar.

**Major Goals:** The student will begin to discuss and support personal opinions.

**Evaluation**: Evaluation will be based on oral and written grades from lesson quizzes and tests, readings, listening activities, class projects, homework, and participation.

**Prerequisites or Recommendations:**  A “C” or better in Spanish III.

SPANISH V

05529 A / B 12 2 SEM 1 credit



**Description:** This course will focus on fine-tuning the student’s language skills using a variety of instructional and student-directed approaches. It will be project and interest based using various authentic materials in the target language. There will be emphasis on writing, speaking, listening, and reading, while incorporating grammar and culture throughout the course.

**Major Goals:** Students will have a strong command of vocabulary and structure, understand the spoken language in various conversational situations, read authentic periodicals and texts, as well as accurately and fluently express ideas orally and in writing.

**Evaluation**: Evaluation will be based on projects, unit assessments, communicative assessments as well as practice A.P. tests in the target language.

**Prerequisites or Recommendations:** Four years of the language prior or teacher approval.

PHYSICAL EDUCATION

**AQUATICS**

**06640 9-12 1 SEM .5 credit**

**Description:** This course is designed for those students who want aquatic workouts, diving instruction, and water aerobics. Aquatics is designed to expose students to beginning and intermediate stroke instruction. Individual testing to evaluate students’ strengths and weaknesses will be a part of the class. Individual exercise programs will be devised to help students meet individual goals. Swimming survival skills will also be taught, along with swimming safety and other safety techniques. Students will learn and comprehend the components of fitness along with understand the components of health-related physical fitness. They will understand the prevention of heart disease and obesity through exercise.

**LIFETIME ACTIVITIES**

**06630 9-12 1 – 2 SEM .5 – 1 credit**

**Description:** This class is designed to be an activities class. Emphasis will be placed on individual sports that can be participated in for a lifetime. The following activities may be included: Golf, Tennis, Bowling, Badminton, Rollerblading, and possibly Biking, Swimming, Cross Country Skiing, Orienteering, and Archery. During these units, emphasis will be placed on rules of the game, teamwork, skill development, and enjoyment of lifetime activities. Students will learn and are expected to participate in activities. They will apply the rules of the activities during play. Students will learn and apply sport specific skills while using safe and smart decision making skills

**weight training and conditioning**

**06620 9-12 1 – 2 SEM .5 – 1 credit**

**Description:** This class is designed for those who have a general interest in weight training and conditioning. Areas of emphasis will be developing body strength, increasing flexibility, improving agility, and cardiovascular exercising through running. Sessions will also be spent on muscle identification, function, and methods of training. Expectations for students include: learn and apply proper technique with using weights for developing strength; demonstrate proper running technique with plyometric and agility drills. Students will understand and identify how to develop strength for specific muscles and how exercise and nutrition effects the body and performance.

**team sports**

**06650 9-12 1 SEM .5 credit**

**Description:** This class is designed for those students who wish to stay physically fit by exercising and conditioning. Activities may consist of football, basketball, volleyball, softball, team handball, floor hockey, ultimate frisbee and soccer. Other areas covered may be weight training and units on general first aid, athletic injury treatment, and muscular anatomy. During these units, emphasis will be placed on rules of the game, teamwork, skill development, and enjoyment of lifetime activities. Students will learn and are expected to participate in activities. They will apply the rules of the activities during play. Students will learn and apply sport specific skills while using safe and smart decision-making skills.

**TRIATHLON: Swim, bike, run**

**06653 9-12 1 SEM .5 credit**

**Description:** Students will train in the 3 disciplines weekly; swimming, biking and running. The course will be taught during the **Spring** semester, so that the class can complete a Sprint Triathlon at the end of the semester (which is when Triathlon season begins in the Midwest). Students will learn the fundamentals of the sport, from swimming to biking to running, and the art of transitions that occur between each event. In addition, students will learn the science behind the training methods using heart rate and cadence as indicators. Ultimately, by the end of the course, students will be ready to participate in their first Triathlon! The student will: Complete a Sprint Distance Triathlon at the end of the semester; Improve in all fitness categories related to the sport of Triathlon.

**PERSONAL FITNESS**

**06655 9-12 1 sem .5 credit**

**Description:** This is an advanced level course designed to give students the opportunity to execute and show improvement in weight training, aquatic, aerobic, flexibility and cardio vascular activities. Students will also design an extensive personal training program that will show an understanding of the concepts of each fitness domain. Students will participate in advanced conditioning activities and will be tested extensively to determine progress. Students will be expected to gain knowledge and practice in each of the categories of health development, prepare for entry into various segments of the growing fitness industry (personal trainer, aquatics director, fitness class instructor). Plan, organize, and write an extensive personal training program that will focus on individual needs; Learn to calculate target heart rate; Implement a unique blend of activities that will help to support reading, writing, and math skills.

**ADVANCED HEALTH AND FITNESS**

**05609 10-12 1 sem .5 credit**

***\*\*\*This course will NOT fulfill the required Health or PE credits\*\*\****

***Course will be 2 days per week in classroom; 2 days per week in the gym; Wednesday will be testing days.***

**Description:** The objective of this course will be for each student to demonstrate an understanding of the human body and how our health and fitness can impact every part of their lives and future. They will gain an appreciation of how personal behaviors and decisions affect their goals.  Students will be involved in a personal fitness program.Students are expected to: Gain knowledge in various health topics and develop an understanding of the principles of training, exercise, flexibility, cardiovascular fitness, and the connection to overall health. Further study the relationship of their personal behaviors and the impact on their overall health; Integrate and apply lessons learned from the classroom into an organized workout system to develop a life-long fitness plan; Work throughout the semester to write and review their progress using physical testing results and calculating nutritional needs; Review their progress weekly and use their test results to form personal goals.

**Prerequisites or Recommendations:** Successful completion of Health and a Physical Education course

**officiating and coaching**

**06621 10-12 1 sem .5 credit**

**Description:** This class will look at the different aspects of coaching and officiating. Students will learn the rules of the sport, how to properly officiate and coach the sport. Students can officially register to become an MHSAA official if they meet the requirements. Students will study coaching of sport. They will create a document that details what a typical high school varsity coach has to plan for, students will create their own coaching philosophy and be able to support it with sound coaching practice. Sports to be taught will include: Basketball, Volleyball, Football, Baseball, and Softball. Other sports can be explored based on interest. The class will spend two days in a classroom setting and the other three in the gym. Students may work with lower grade levels in a practical setting.

**Aerobic Exercise, strength training, and yoga**

**06625 9-12 1 sem .5 credit**

**Description:** This class is designed to increase your overall fitness level, focusing on cardiovascular training, strength training, and flexibility training. The class consists of aerobic activities that include power walking, basic aerobics, cardio kickboxing, and dance aerobics. There will also be activities such as Pilates, yoga, and weight training that focus on strength and flexibility. Individual testing to evaluate students’ strengths and weaknesses will be stressed. The student will learn the importance of participating and applying skills for enjoyment. They will be expected to: Understand the components of athletic fitness; Learn activities he/she can participate in during adult life; To increase overall fitness level; To monitor individual improvement.

**ADVANCED STRENGTH TRAINING AND CONDITIONING**

**06645 9-12 1 sem .5 credit**.

**Description:** This course is designed for those interested in participation in advanced weight training and conditioning activities. Students will go through extensive physical testing to aide in self-evaluation. Instruction will be offered in advanced plyometrics, speed training, agility training, nutritional supplements, weight management, steroids, and substance abuse. Emphasis will be placed on developing body strength, increasing flexibility, improving agility, and cardiovascular activities. The student will learn and be expected to: Use weights in developing strength. How proper training will increase individual endurance, flexibility, as well as agility. To identify specific muscles and to develop strength in a specific muscle; To build an advanced program for individual strength training and power development; The effects of Steroids and other illegal substances on the body; The effects of nutrition and supplements on body weight and fitness.

SCIENCE

 **COURSE OFFERINGS**

***REQUIRED FOR GRADUATION:***

Earth Science – Grade 9 (both semesters)

Biology – Grade 10 (both semesters)

Chemistry or physics (both semesters)

***EITHER ONE FULL YEAR OF CHEMISTRY OR ONE FULL YEAR OF PHYSICS REQUIRED FOR GRADUATION:***

Chemistry – Grade 11 or 12 (both semesters)

Physics – Grade 11 or 12 (both semesters)

College Prep Physics

Physics Concepts and Applications

(College bound students should take both Chemistry and Physics.)

***ELECTIVES:***

Botany – Grade 11 or 12 Environmental Science – Grade 10,11 or 12

Human Genetics I – Grade 11 or 12 AP Chemistry – Grade 12

Human Genetics II – Grade 11 or 12 Vertebrate Zoology – Grade 10, 11 or 12

Human Physiology – Grade 11 or 12 Science Capstone – Grade 12

A.P. testing options – any student can elect to take any A.P. test without taking an A.P. course, usually in 11th or 12th grade. A.P. testing opportunities for A.P. Biology, Environmental Science, Physics and Chemistry are available. Talk with your teacher of these courses or Mrs. Peterson for details.

**EARTH SCIENCE**

**907111/907112 9 2 SEM 1 credit**



**Description**: Earth Science includes the study of interactions within Earth systems (ex. Water cycle and rock cycle). The relationship between physical processes and human activities will be explored through investigations of energy resources, land use, and water use. Scientific models will aid in the study of Earth’s dynamic nature as students use the theory of plate tectonics to explain Earth features and processes and their impact on society. Students will explain how the ocean and atmosphere move and transfer energy around the planet. This includes the study of climate, weather, and the impact of severe weather on society. Features and processes related to surface water and ground water along with water quality and quality will also be discussed. Students will also use scientific theories to explain the formation of Earth and the Universe over time.

**Evaluation**: Students will be assessed on in-class assignments, homework, labs, projects, and various assessments.

**BIOLOGY**

**07111 A / B 10 (could be 9 with Earth Sci.) 2 SEM 1 credit**

 ***Biology is a 2 SEM course and both SEM are required***

***These courses need to be taken sequentially (Biology A, then B), but not necessarily consecutively***

**Description:** The student uses the scientific problem solving process to discover the basic principles of biology through the conceptual change model for learning. The student uses relevant case studies as a framework around which he/she can establish basic biological concepts. The course includes lab work coordinated with cooperative learning problems and exercises, class discussion, journal writing, and testing. Students will study the scientific method, using scientific equipment, homeostasis, cell biology, diagnosis and treatment of disease, basic nutrition and molecules, cell division, genetics, biotechnology, taxonomy, evolution, energy and ecosystems. Experience in outdoor learning and field study will be introduced.

**A.P. BIOLOGY**

**07110 11-12 2 SEM 1 credit**



A.P. Biology is for the serious science student that has completed Earth Science. This course is in place of regular biology for the typical sophomore student. This class is also for students that have excelled in their core classes since there is rigorous reading and writing in addition to higher level math skills needed. A.P. Biology is a college course, not just a college preparatory course. A.P. Biology is designed to address the 4 main big ideas in biology outlined by the College Board. These include:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these interactions possess complex properties.

This course is also a case study driven course, just as in our Biology course. Students will delve deeper into the understanding of the concepts and activities in our biology course and work towards being prepared for the A.P. Biology exam in May. Students will be expected to do rigorous reading, writing and mathematics in this course. The general biology course description also applies for this class:

**SEE ABOVE.**

**A.P. Biology testing option:** 11th and 12th graders can still prepare for and take the A.P. Biology exam like we have always done. This has always been an option for those willing to go above and beyond, and especially those that have taken extra biology electives such as botany, human physiology, genetics and zoology. See Mrs. Peterson for details.

**Prerequisites and Recommendations:** Highly successful completion of Earth Science and Geometry. Highly successful completion of English and History, with emphasis on college level reading and writing. Teacher recommendations will also be used.

**BOTANY**

**07116 11-12 1 SEM .5 credits**



**Description:** From an ecological perspective, students will survey the major groups of plants recognizing major characteristics and processes by lab observations of live or preserved plants and by class discussion based on students' studies and previous experiences. Students will learn how to take care of basic houseplants and apply what they have learned to their yards and gardens. Students will learn the basic classification groups of plants, various chemical processes inside plants, care and identification of houseplants, understand the role of plants in the environment, investigate key environmental issues including global warming, acid rain and alternative energy sources. Students will apply concepts from biology such as heredity, ecology, evolution and cellular biology to plants and the environment. Students will investigate a forest ecosystem and measure forest health and have an opportunity for outdoor field experience in our natural setting adjacent to the school.

**Prerequisites or Recommendations:** Successful completion of Biology.

**HUMAN GENETICS I**

**07127 11-12 1 SEM .5 credit**

 **\*\*\* *for Seniors this course can be counted toward the ½ Math Experience credit for graduation* \*\*\***

**Description:** This course will recap, build and expand on the basic concepts of genetic heredity that the Biology class started along with new concepts that were not taught. Students will use labs to reinforce the major topics discussed in class along with the use of a case-study approach to help connect the topics to an actual genetic disorder(s).

**Prerequisites or Recommendations:** Successful completion of Biology.

**HUMAN GENETICS II**

**07128 11-12 1 SEM .5 credit**

 ***\*\*\* This course would be helpful for those wanting to take the AP Biology Exam, too. \*\*\****

**Description:** This course is a continuation of Human Genetics I and will explore through labs, activities and research:

1. Various genetic disorders (mutations) and their physiological effects that create their phenotype(s).
2. Survey a population for given traits and then calculate their carrier frequencies so they can predict the chance that these traits will occur in any individual in our population. (genetics counselor role)
3. Modern Biotechnology techniques and process.
4. The genetics behind cancer

**Prerequisites or Recommendations:** Successful completion of Biology and Human Genetics I.

**HUMAN PHYSIOLOGY**

**07114 11-12 1 SEM .5 credits**



**Description:** Students examine the functional aspects of each organ and organ system of the human body using case studies, lab experiences, personal observations, and class discussions centered on student experience. Students will distinguish between various tissue types, understand and apply basic anatomical terminology, homeostasis and functions of skin, muscles, blood vessels, respiratory organs, heart, bones and their placement and function. Students will study many body systems and their functions, including the diseases that affect them. Students will apply basic biological concepts such as heredity and cellular biology to the human body.

**Evaluation:** Based on participation in class discussions, written lab assignments, cooperative group activities, lab performance, periodic quizzes, unit tests, presentations, team research projects, and journal writing.

**Prerequisites or Recommendations:** Successful completion of Biology.

Vertebrate Zoology

07115 11-12 1 SEM .5 credit



**Description:** Students will survey major vertebrate groups of animals recognizing characteristics and processes used for survival by lab observations or preserved animals, by class discussion based on students’ studies and previous experiences, and by using case studies and focus animals to explore issues facing animals and their environment. This is a field biology course, so there will be extensive investigations outside in the woodlot.

**Prerequisites/Recommendations:**  Biology.

**CHEMISTRY**

**07121 A / B 11-12 2 SEM 1 credit**



***2 SEM of Chemistry or 2 SEM of Physics are required for graduation.***

***\*\*\*This course will fulfill the senior math requirement. (May not be used to fulfill BOTH science and math related requirements\*\*\****

**Description:** Chemistry is the study of matter and the changes that it undergoes.  The aim of the course is to enable students to develop a better understanding of their physical world.  Chemical concepts and principles related to the structure of matter, energy, and the interactions between different types of matter are developed in a logical order to make the study of Chemistry interesting and challenging to students. Students will study atomic structure, basic nuclear chemistry, the periodic table, quantum mechanics, chemical bonding, chemical nomenclature, formula and reaction stoichiometry, chemical equations, states of matter, thermochemistry, solutions, acids & bases, reduction/oxidation, equilibrium and thermodynamics.  Students will be assessed on unit tests, quizzes, laboratory reports, classwork, and homework.

**AP CHEMISTRY**

**07125 A / B 12 2 SEM 1 credit**



***\*\*\*This course fulfills the senior math requirement\*\*\****

**Description:** This course is fast paced, rigorous, and extremely challenging. Only highly motivated students should take this course. The aim of A.P. Chemistry is to prepare students for the Chemistry Advanced Placement Exam in May. The students will study atomic theory, stoichiometry, chemical bonding, aqueous solutions, chemical reactions, thermodynamics, equilibrium, electrochemistry, intermolecular forces & solids, solutions, gases, acids &

bases, and chemical kinetics. The evaluation of student learning will be based on tests, experiments, quizzes and active learning.

**Prerequisites or Recommendations:** Successful completion of a full year of Chemistry with a minimum grade of B-.

**COLLEGE PREP PHYSICS**

**07137 A / B 11-12 2 SEM 1 credit**



***\*\*\*This course will fulfill the senior math requirement.***

***(May not be used BOTH science and math related requirements)***

***College bound should take Chemistry and Physics\*\*\****

**Description:** This course is designed to **exceed** the State of Michigan’s High School Content Expectations for Physics. Seniors preparing for college/university traditionally take this course. Any student that wishes to pursue a career in a technical field (i.e., computer science, engineering, medicine, etc.) should enroll in the College Prep Physics course.

College Prep Physics is excellent preparation for college/university. The student will study forces, motion, energy, waves, light, and electricity by exploring connections upon which these concepts are built. *After completing College Prep Physics, the student will also have the option of taking the Physics B: Advanced Placement test. A.P. is optional and will require extensive individual effort outside the class and may not apply to science related college degrees.*

**Major Goals:** The student will:

1. Understand the nature of science and demonstrate an ability to practice scientific reasoning.
2. Study motions and interactions of bodies through experimentation.
3. Describe motions and interactions of bodies with pictures, mathematical statements, and graphs.
4. Apply knowledge of Newton’s laws of motion to various real-world situations.
5. Investigate and develop the conservation laws of energy and momentum through experimentation.
6. Understand the nature of science and demonstrate an ability to practice scientific reasoning.
7. Apply knowledge of electric forces and fields to the energy within an electric circuit.
8. Describe electromagnetic and mechanical waves after experimenting with wave behavior.
9. Study how nuclear reactions yield energy.

**Evaluation:** Performance on unit assessments is the major emphasis. The experimentation and data analysis, participation in class discussions, and specific problem solutions are also highly important.

**PHYSICS CONCEPTS AND APPLICATIONS**

**07139 A / B 11-12 2 SEM 1 credit**



***\*\*\*This course will fulfill the senior math requirement.***

***(May not be used BOTH science and math related requirements)***

***College bound should take Chemistry and Physics\*\*\****

**Description:** This course is designed to satisfy the State of Michigan’s High School Content Expectations for Physics. A full year of PHYSICS: CONCEPTS AND APPLICATIONS must be completed to satisfy the science graduation requirement. Any student that wishes to pursue a career in a technical field (i.e., computer science, engineering, medicine, etc.) should enroll in the College Prep Physics course.

The student will study forces, motion, energy, waves, light, and electricity by exploring connections upon which these concepts are built. She/he will engage in a continued study of motion and interaction of bodies leading to the understanding of conservation laws.

**Major Goals:** The student will:

1. Study motions and interactions of bodies through experimentation.
2. Describe motions and interactions of bodies with pictures, mathematical statements, and graphs.
3. Apply knowledge of Newton’s laws of motion to various real-world situations.
4. Investigate and develop the conservation laws of energy and momentum through experimentation.
5. Understand the nature of science and demonstrate an ability to practice scientific reasoning.
6. Apply knowledge of electric forces and fields to the energy within an electric circuit.
7. Describe electromagnetic and mechanical waves after experimenting with wave behavior.
8. Study how nuclear reactions yield energy.

**Evaluation:** Performance on unit assessments is the major emphasis – these assessments are geared toward the State of Michigan’s High School Content Expectations. The experimentation and data analysis, participation in class discussions, and specific problem solutions are also highly important.

**ENVIRONMENTAL SCIENCE**

**07134 10-11 1 SEM .5 credit**



**Description**: Students will examine the soil, water, plants, and animals in the mid-Michigan area in order to analyze human impact on the environment and propose solutions to problems facing the environment.

**Major Goals**: The student will:

1. Chemically analyze samples of water and soil and use these analyses to make conclusions about the state of the environment.
2. Recognize humans’ impact on the water and soil quality of the earth and propose solutions to the problems.
3. Examine plant and animal species diversity in an ecosystem and use these population surveys to assess the health of the ecosystem.
4. Analyze data and statistics concerning the environment and form conclusions from the numbers.
5. Analyze the environment around the new high school site, compare new information to previously collected data, and make recommendations and provide solutions for problems identified.

**Evaluation**: Based on participation in lab assignments, written lab work, outdoor experiments and field work, lab notebook, quizzes, tests, presentations, and research projects.

**Prerequisites or Recommendations:** Successful completion of Biology.

**STEM (Science, Technology, Engineering, and Mathematics)**

**12 3 SEM 1.5 credit**

***(earn 1 CR Science; .5 CR Engineering; (2 class hours 1st SEM; 1 class hour 2nd SEM)***

**Course goals:** How will you be a part of the change you want to see in the world? This course is an integrated mathematics class based in the philosophy of student choice and service learning. The STEM Capstone class will allow students to explore issues and topics of interest to them in order to figure out what kinds of complex interpersonal, civic, and engineering problems are out there and how they affect us. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?*

You will choose and research an issue of your own interest in the STEM field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 65 for more information about the Capstone courses available.

SOCIAL STUDIES



|  |  |  |  |
| --- | --- | --- | --- |
| **Grades 9-12** | **Grades 10-12** | **Grades 11-12** | **Grade 12** |
| \*U.S. History (A and B)  History of Contemporary Conflict  Modern American Issues (Sociology) | \*World History (A and B) **or**  \*\*A.P. World History (year-long course)  Psychology  Ancient Civilizations  Introduction to Philosophy | \*American Government **or**  \*\*A.P. American Government  (year-long course)  A.P. Comparative Political Systems  Advanced Psychology | \*Economics  **or**  \*\*A.P. Economics  (year-long course)  Social Studies Capstone  Global Studies and American Foreign Policy |

\*Denotes required class for graduation.

\*\*Advanced Placement courses of similar title can replace general courses to fulfill graduation requirements.

**U.S. HISTORY**

**907611 / 907612 9 2 SEM 1 credit**



**Description:** This is a year-long course. The course begins with the late 19th century and moves through the 20th and 21st centuries of our nation’s history. U.S. History begins with Industrialization and advances to present day. This is a continuation of 8th grade U.S. History. U.S. History is a requirement for graduation.

***In addition to increasing student knowledge of historical events and ideas, students will also sharpen skills in processing and evaluating information, examine the causes, effects, and connections throughout history. Students will also examine geography and its impact on the development of the United States. Students will begin to understand the impact U.S. History has made on our country and the relevance of these issues to create a better future. The course is broken into two semesters.***

# U.S. History A

The first semester of U.S. History covers historical events from the Second Industrial Revolution through the Great Depression.

# U.S. History B

The second semester of U.S. History covers historical events from World War II through present day.

**Evaluation**: Student evaluations will be based on objective and essay tests, projects, presentations, and other tools of assessment.

**AMERICAN STUDIES**

**04905 9 4 SEM 2 credits**

 ***(2 SEM, 2 class periods per day) (earn 1 CR for English 9 and 1 CR for American History)***

***\*\*\*This course fulfills the graduation requirement for English 9 and American History\*\*\****

**Description:** The curriculum for the course is based on ideas and concepts found in American History from Post Civil War to present. All objectives for American History are included in American Studies. Literature that relates to the concepts found in history will be integrated into the learning experience.

**Evaluation:** All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

**WORLD HISTORY**

**07613 A / B 10-12 2 SEM 1 credit**



**Description:** This course is generally a sophomore course. World History is based on a survey of essential ideas from around the world concerning the fundamental beliefs and structures of culture, society, politics, economics, and government. The ideas from different eras and regions are used to explore specific developments of conflict and cooperation across time and around the world. Through the study of ideas and events from across time and cultures, we will illuminate the origins and persistence of current problems and efforts to overcome problems around the world. Students will also examine the geography of different regions and the impact geography has on civilizations. World History covers from prehistory to modern times. Students will be expected to develop critical thinking, reading, and writing skills throughout the course.

**World History A (Semester 1):**

Timeline: Prehistory to 1750 A.D.

World History A begins with a study of prehistoric man and includes the development of early empires and civilizations. The focus areas are Western Asia and Egypt, the development of India and China, ancient Greece, Rome, and the rise of Christianity. Studying the patterns of Civilization continues with the development of the World of Islam, Early African Civilization, the Asian world, European development, the Middle Ages, the development of the Americas, market economies, and the nation states.

**World History B (Semester 2):**

Timeline: 1750-present

World History B begins with the development of and study of revolutions, industrialization, nationalism, and democracy. The course continues with a focus on European Imperialism, Twentieth-Century Nationalism, and the conflicts that arose between different political ideologies. Specific focus is placed on the cause and effect of the World Wars and the leaders that came into power before, during, and after the conflicts. The course wraps up with a focus on Global Civilization and the contemporary post-war world. Special attention is placed on The West, Latin America, Africa and the Middle East, and finally, Asia, and the Pacific.

**Course Evaluation:** Objective tests, essays, research papers, projects, and other tools of assessment.

**Prerequisites or Recommendations:** Students must have taken a full year of US History. World History courses need to be taken sequentially (A, then B).

**A.P. WORLD HISTORY**

**07616 A / B 10-12 2 SEM 1 credit**

 ***\*\*\*This course fulfills the graduation\*\*\****

**Description:** This course is generally a sophomore course. A.P. World History is a course only for the most dedicated history student. Students will learn about prehistory through the present, engaging in thoughtful, rigorous discussion about the meaning of a world history course. Themes students will focus on: change and continuity over time and space, patterns and effects of interaction, global economics, social structure, culture and cultural exchange, and finally, the different functions of the state. Although the course is two semesters, it is required that students take both semesters, in order. This is a year-long course.

**Evaluation**: Students will be asked to develop mature habits of mind. They will evaluate arguments, analyze documents, assess issues of change and continuity over time, compare and contrast global patterns, and analyze for commonalities and differences. Students will be assigned reading, writing assignments, projects, and other out of class work. Students will also be evaluated on objective tests, essays, and document based questions.

**Prerequisites or Recommendations: Application due March 3, 2017 by 3:00 in the counseling center. (Pick up application in the information racks in the main commons).** The student must have excelled in U.S. History, as well as English 9, and should be a serious history student. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

**WORLD STUDIES**

**04903 10-12 4 SEM 2 credit**

 ***(2 SEM, 2 class periods per day) (earn 1 CR for English 10 and 1 CR for World History)***

***\*\*\*This course fulfills the graduation requirement for World History and English 10\*\*\****

**Description**: This course is generally a sophomore course. This is an integrated English 10 and World History class. The class meets every day for two class periods. Students receive one credit per semester for the year-long class. Upon completion, the student will receive 1.0 credit for English 10 and 1.0 credit for World History.

The curriculum for the course is based on ideas and concepts found in World history from prehistory to present. All objectives for World History are included in World Studies. Literature that relates to the concepts found in history will be integrated into the learning experience. Examples include, *Animal Farm* and *Kite Runner*, both of which are standard English 10 literature.

**Breakdown of Semesters:**

**A.**  Examines World History from Prehistory to 1750 AD.

**B.** Focuses on World History from 1750-present.

**Evaluation**: All forms of communication will be used in assessment. Students will demonstrate understanding in a variety of written and oral forms such as written papers, projects, presentations, and Socratic seminars. The idea of cooperative learning will be used in much of the course work, but individual accountability is also required.

**Prerequisites or Recommendations:** This course is recommended for serious students interested in looking at World History through literature and primary source documents. The course satisfies the English 10 and World History graduation requirements. This is a year-long course.

**ANCIENT CIVILIZATIONS**

**07601 10-12 1 SEM .5 credit**



**Description:**  Ancient Civilizations will explore three influential ancient civilizations: China, Greece, and Rome. Each civilization will be viewed through the five components (geography, government, religion, culture, and economics) that are needed for the development of a successful civilization. There is a cultural emphasis consisting of painting, sculpture, architecture, and philosophy that is an integral part of the discussion of each civilization. Emphasis is placed upon using primary sources to interpret events within each civilization.

**Major Goals:** The student will:

1. Obtain an understanding of issues from several different viewpoints.

1. Be confronted with decision-making and learn to synthesize data and information.
2. Learn the need for documentation to support positions and interpretations.
3. Acquire and demonstrate college level note-taking skills.
4. Develop primary source reading skills.

**Evaluation**: The grade will be based on daily grades, quizzes, class participation, projects, and tests. There will be a mixture of objective and essay tests. Students will be expected to complete one research paper during the semester.

**HISTORY OF CONTEMPORARY CONFLICT**

**07636 9-12 1 SEM .5 credit**



**Description**: This is generally a junior or senior course.  History of Contemporary Conflict explores some of the most destructive and enduring violent conflicts across the globe from the 1990’s to the present with case studies predominantly in Africa and the Middle East.  The course focuses on cause and effect of conflict through the lenses of terrorism, war, poverty, scarce resources, human rights, and physical/cultural geography.

**Major Goals:**

1. Students will understand the goals, motivations, and histories of various terrorist groups.
2. Students will be able to use data and chronology in order to analyze and interpret cause and effect.
3. Student will be able to relate course material to both current world issues and his/her daily experiences.
4. Students will be able to use the five themes of geography to understand the above (location, place, region, human-environment interaction, movement)

**Evaluation**: The students will be evaluated through daily in-class activities, traditional assessments, participation, reflection essays, presentations, analytical essays, and the like.

**Prerequisites or Recommendations:** This course is recommended for students who have the desire and ability to think critically about foreign policy and cultural diversity.

**AMERICAN GOVERNMENT**

**07623 11 1 SEM .5 credit**

 ***\*\*\*One SEM of American Government is required for graduation\*\*\****

**Description:**  American government consists of a general survey of the American political structure. Topics include, but are not limited to, the foundations of American government, political theory, the electoral process, the three branches of the federal government, and the basic principles of the Constitution.

**Evaluation:** Grading is based on periodic subjective and/or objective tests, assigned papers, projects, and class participation.

**A.P. AMERICAN GOVERNMENT**

**07622 11 2 SEM 1 credit**

 ***\*\*\*This course fulfills the graduation requirement for American Government\*\*\****

**Description:** This course gives students an analytical perspective on government and politics in the United States. It studies both the general concepts used to interpret US politics as well as analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. The course covers: constitutional underpinnings of the US government, political beliefs and behaviors, political parties, interest groups, mass media, institutions of national government, and public policy. This course is a two-semester class.

**Major Goals:** The student will:

1. Understand typical patterns of political processes and behavior and their consequences within the US.

1. Be able to analyze and interpret basic data relevant to US politics.
2. Know important facts, concepts, and theories pertaining to US government and politics.

**Evaluation:** Evaluation of the student will be based on objective and essay tests, analytical comparative papers, projects, oral presentations, debates, discussions, and notebooks.

**Prerequisites or Recommendations: Application due March 3, 2017 by 3:00 in the counseling center. (Pick up application in the information racks in the main commons).** This course is recommended for only the most serious of students. The reading level required in this course is 11th grade level. The A.P. American Government course is designed for the college-bound student and is open to juniors in place of the general American Government class. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

**A.P. COMPARATIVE POLITICAL SYSTEMS**

**07624 11-12 1 SEM .5 credit**

 ***\*\*\*Note, this course is only offered every other year. It was offered during the 2015-2016 school year\*\*\****

***\*\*\*It will be offered during the during the 2017-18 school year\*\*\****

**Description:** This course gives students an opportunity to analyze Mexican, British, Russian, Chinese, Nigerian, Iranian and other political systems. The course aims to help students understand that differences between the way the United States government and political culture are structured compared to other countries in the world. The class will be based on short current event articles, films and readings on different countries and analytical readings. This course prepares students for the AP exam on comparative politics.

**Major Goals:** The student will:

1. Understand typical patterns of political processes and behavior and their consequences.

2. Compare and contrast political institutions and processes and use this information to form generalizations.

3. Use theories of political science to analyze the basic political institutions that exist in varied countries.

**Evaluation:** Evaluation of the student will be based on objective and essay tests, analytical comparative papers, projects, oral presentations, debates, discussions, and notebooks.

**Prerequisites or Recommendations:** This course is recommended for students who are interested in politics at a global level. The Comparative Political Systems (CPS) course is designed for the college-bound student. This course is designed to cover the objectives prescribed by the College Board program that will allow students to take the Advanced Placement Test.

**PSYCHOLOGY**

**07634 10-12 1 SEM .5 credit**



**Description:** Psychology is the study of human thought and behavior. The student will be presented with the basic vocabulary, principles, concepts, and theories. In this survey course, a wide range of topics will be explored including: the brain, learning, memory, cognition, language, intelligence, motivation, emotion, development, personality, stress and health, mental illness, and therapies. This course will prepare the student for further study in psychology and provide insights into why people think, feel, and behave the way they do.

**Major Goal:** The student will develop enough understanding of human behavior to be an effective and compassionate human being.

**Evaluation:** Evaluation will be accomplished using objective tests, essays, reading assignments, class discussions, and a research paper.

**Prerequisites or Recommendations:**  This course is for any student that is considering or planning on going to college and/or any student who is planning a career in which working with people is a primary focus.

**ADVANCED PSYCHOLOGY**

**07637 11-12 1 SEM .5 credit**



**Description:** This class is designed for only the most serious of students who are interested in pursuing further studies in psychology in college and/or have a passion for understanding and interpreting human thought and behavior. This class will explore topics covered in introductory psychology in more detail and will also introduce many new topics and concepts.

**Major Goal:** The student will:

1. Upon completion, have an expansive knowledge base in psychology that will prepare them for future coursework in psychology at the collegiate level.
2. Embrace the various perspectives and theories that relate to the field and appreciate the complexity of human behavior which will result in becoming a compassionate and understanding human being.
3. Improve his/her reading, writing, and critical thinking skills to prepare them for college coursework in all subject areas, including psychology.

**Evaluation:** Formal assessments will be given throughout the course, in addition to informal and formal writing assignments both in and out of class. In depth written responses to novels, critical issues, documentaries, and the textbook will be required.

**Prerequisites or Recommendations:**  The student has previously taken introductory psychology with a grade of at least a “B-.”

**MODERN AMERICAN ISSUES**

**07635 9-12 1 SEM .5 credit**



**Description:** Modern American Issues is a course that will introduce the student to the analytical study of human behavior and the impact on societies and economies in the U.S. and abroad.  The course connects themes in sociology through history, technology, economics, and geography in order to analyze current U.S. issues surrounding gangs, drugs, violence, patriarchy, misogyny, race, class, human rights, and economic and ecological sustainability and the influence of U.S. culture and media therein. This course has sociological elements and has replaced the sociology course.

**Major Goals:** The student will:

1. Demonstrate knowledge of and adherence to scientific methods (avoid opinions/anecdotes) throughout the course
2. Students will be able to use data and chronology in order to analyze and interpret cause and effect of behavior w/in a cultural context.
3. Demonstrate an understanding of the sociological concepts associated with contemporary issues in U.S. culture.
4. Demonstrate the ability to predict patterns in behavior and assess, formulate, and critique policies and their implications

**Evaluation:** The student will be evaluated by the use of objective and essay tests, presentations, classroom discussions, and projects chosen by students.

**Prerequisites or Recommendations:**  This course is recommended for any student willing to think critically about policies, societies, and their impacts on today’s economies and environments.

**GLOBAL STUDIES AND AMERICAN FOREIGN POLICY**

**07638 12 1 SEM .5 credit**



**Description:** Global Studies explores some of the most important developments around the world in politics, economics, and history throughout the 20th and 21st centuries, especially since the end of the Cold War. We will pay special attention to Europe, the Americas, South Asia and East Asia. The course focuses on the rapid changes throughout the world, which are reshaping international relations and the global distribution of wealth and power.

**Major Goals:**  The student will:

1. Understand the political and ideological developments during and since the end of the Cold War.
2. Be able to use data in order to analyze and interpret various conflicts.
3. Understand the impact of poverty and education in the arena of conflict.
4. Relate course material to both current world issues and his/her view of the world.
5. Analyze bias and frame; analyze data to discuss major world dilemmas.

**Evaluation:** The students will be evaluated through reflection essays, daily in-class activities and participation, presentations, analytical essays,

and traditional assessment.

**Prerequisites or Recommendations:**  A lively interest in the world, desire to learn about other cultures, and willingness to grapple with complex issues. This course is recommended for the serious student who has an active interest in the world and an ability to think critically. Students are required to be open-minded and objective concerning the diversity of other cultures.

**ECONOMICS**

**05100 12 1 SEM .5 credit**



**Description:** Economics is a one semester introduction to the general principles of Microeconomics and Macroeconomics. The foundation of all introductory economics courses is the analysis of decisions about how to use our limited resources and income, so this course focuses on providing the language and analytical skills that economists use to study decisions made by individuals, businesses, governments. Microeconomics focuses on consumer, producer, and government decisions in competitive markets. Macroeconomics covers the national economy. The focus is on understanding standard measurements of the national economy, government budgets, money and banking, international trade, and the institutions responsible for creating public policy. At all times, the course strives to connect contemporary news stories about businesses and government policy to economic theory.

**Prerequisites/Recommendations:** US History, World History, American Government

**A.P. ECONOMICS**

**05101 A / B 11-12 1 - 2 SEM .5 - 1 credit**



**Description:** Advanced Placement Economics is a one or two-semester course that provides an introduction to Micro and/or Macro Economic theory. The course is similar to an introductory college level economics course and is designed to prepare students to pass the AP Economics Examination. While the general content is similar to Holt’s standard Economics course, AP Economics spends one semester on Micro and one semester on Macro so it can cover the topics in greater depth and detail. The course will use a college level text and follows the AP Economics Course description – <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-economics-course-description.pdf>.

Microeconomics focuses on consumer, producer, and government decisions in competitive markets. Macroeconomics covers the national economy. The focus is on understanding standard measurements of the national economy, government budgets, money and banking, international trade, and the institutions responsible for creating public policy. At all times, the course strives to connect contemporary news stories about businesses and government policy to economic theory in the textbook.

**Prerequisites/Recommendations:**  US History, World History, American Government

**INTRODUCTION TO PHILOSOPHY**

**07644 10-12 1 SEM .5 credit**

**Description:**  Introduction to Philosophy is intended to introduce you to philosophical questions, to make you aware of how some of history’s greatest philosophers have approached those questions and what they have had to say about them, to help you articulate philosophical concerns of your own and, most importantly, to learn how to address them. Among the areas of philosophy, we will explore ethics, political philosophy, metaphysics (existence), and epistemology (knowledge).

**Major Goals:**

1. To provide students with a general introduction to and understanding of philosophical views, issues, and arguments. The course also helps students to appreciate what philosophy is and the way in which it is relevant to practical issues.
2. To help students develop their critical thinking and writing skills. In order to develop their views on these issues, it is important to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the arguments of others. This course should help student write more sharply organized, focused, and effective argumentative essays.

**Prerequisites or Recommendations:** Introduction to Philosophy is reading and writing intensive and, therefore, it is recommended that students interested in taking the course have a “B” average or better in their previous English course. While generally a junior or senior course, Introduction to Philosophy is open to any student able to demonstrate the maturity necessary to investigate the fundamental principles of reality and human belief.

**SOCIAL STUDIES CAPSTONE**

**12 3 SEM 1.5 credit**

***(Earn 1 CR SS; .5 CR ENG) (2 class hours 1st SEM; 1 class hour 2nd SEM)***

How will you be a part of the change you want to see in the world? This course is an integrated social studies class based in the philosophy of student choice and service learning. The Social Studies Capstone will allow its students to explore issues and topics of interest to them in order to develop a more sophisticated conception of morality and ethics through the study of civilization to better predict, analyze, and address problems in our community. We will ask ourselves, *what’s going on out there? How are we a part of it all? How can we work together to make it better?* You will choose and research an issue of your own interest in the humanities and history field and develop a service-based action plan to address that concern. By the end of the first semester, you will have designed and carried out a class project. In the second semester, you will use the skills you have developed to design and carry out an individual or small group project.

See page 64 for more information about the Capstone courses available.

**LCC PSYC 200 – INTRODUCTION TO PSYCHOLOGY**

**08823C 12 1 SEM 1 credit**

*\*\*\*****Student will earn 4 College Credit Hours and/or 1 Highs School Credit\*\*\****

**Description:**  The basic orientation to the field of psychology, designed as a general survey and as preparation for advance courses in the field. Topics include methods, nervous systems, intelligence, development, learning, memory, personality, abnormality, therapy, and social behavior.

**Prerequisites:** Accuplacer Reading Level 5 OR **ACT** Reading score of 18 or above. **SAT** EBRW 480+.

**LCC SOCL 120 – INTRODUCTION TO SOCIOLOGY**

**08823D 12 1 SEM 1 credit**

***\*\*\*Student will earn 4 College Credit Hours and/or 1 High School Credit\*\*\****

**Description:**  A survey of major theoretical perspectives, concepts, and methods of sociology. Emphasis is placed on societal transformation, social organization, culture, cultural diversity socialization, social stratification, social institutions, and social change within a global context.

**Prerequisites:** Accuplacer Reading Level 5 OR **ACT** Reading score of 18 or above, **SAT** EBRW 480+.

TECHNOLOGY EDUCATION

**COMPUTER AIDED DRAWING (CAD)/TECHNICAL DRAWING:**

The CAD/Technical Drawing program is a one, two, or three-year option that integrates traditional manual drafting skills with CAD skills through the use of AUTOCAD software. This program is recommended for students interested in engineering, skilled trades, manufacturing, construction, architecture, or CAD based career fields. These courses would also benefit students interested in careers such as interior design, landscape design, and fashion design.

AUTOCAD is “the industry standard.” It is a powerful two and three-dimensional design and drafting software used in reportedly 80% of all industry. Architects, engineers, drafters, and design-related professionals use AUTOCAD to create, edit, view, manage, and share information-rich drawings.

During the first year of the program, students will learn the basics of manual drafting and get an introduction to the AUTOCAD software as they draw two and three-dimensional objects. The emphasis of this course is on creating accurate drawings using proper line-work, lettering, and dimensioning skills.

During the second year, students can choose to specialize in either architectural or mechanical drawing depending on their interest.

* In architectural drawing, students will create a set of plans for a residential single-family home using both manual skills and AUTOCAD.
* In mechanical drawing, the students will further their manual drafting skills to produce different types of drawings.

The third year is a combination of teacher directed activities and student initiated projects intended to give advanced architectural or mechanical drawing students an opportunity to complete special projects that relate to the students’ career goals. The student will research, outline, design, and construct projects of their own selection with the approval and guidance of the instructor.

**COMPUTER AIDED DRAWING (CAD)/ TECHNICAL DRAWING A & B**

**05921A – 05922B 9-12 2 SEM 1 credit**

 **\*\*\**This course fulfills the senior math requirement\*\*\****

***\*\*\* This course fulfills the 20-hour on-line computer literacy requirement\*\*\****

***May not be used to fulfill BOTH on-line and math requirements***

**Description:**  This course is for students with no/little previous experience in basic technical drawing (drafting)/CAD. Both computer and manual drafting skills will be developed in this course. Students will be introduced to the proper techniques of manual drafting including: line work, lettering, instrument use, dimensioning, orthographic projection, and isometric drawings. They will also learn to create both two-dimensional and three-dimensional drawings using AUTOCAD software

The course is organized to provide students with the opportunity to acquire skills and technical information for success in construction and/or manufacturing careers.

**Major Goals**: The student will:

1. Recognize and effectively use manual drafting equipment to draw objects to industry standards.
2. Use the scale rule to accurately measure.
3. Make drawings that accurately depict the size and shape of objects including two-dimensional and three-dimensional drawings.
4. Properly dimension objects to industry standards.
5. Learn basic AUTOCAD commands including creating, editing, and dimensioning geometric shapes.
6. Use the computer to create or assist in producing drawings.
7. Become more adept in the use of the computer.

**Evaluation**: Each drawing will be evaluated according to established industry standards. Accuracy, line quality, lettering, neatness, meeting deadlines, etc. will all be incorporated in the student’s grade.

**Prerequisites or Recommendations:**  Technical Drawing A must be taken before B. Both Parts A and B must be completed in order to continue in the Architecture or Mechanical Drawing courses offered in this program.

**ARCHITECTURAL DRAWING A & B**

**05923A – 05924B 10-12 2 SEM 1 credit**

 **\*\*\**This course fulfills the senior math requirement\*\*\****

***\*\*\*This course fulfills the 20-hour on-line computer literacy requirement\*\*\****

***May not be used to fulfill BOTH on-line and math requirements***

**Description:**  Architectural drawing is a program designed for students interested in construction or architecture career fields. It would also benefit students interested in careers such as interior design, landscape design, and fashion design. In this course, students will study the theories, practices, and building code requirements of single-family residential design. Proper techniques for architectural dimensioning and the use of symbols will be addressed as the students create drawings necessary for a complete set of residential plans.

Both computer and manual drafting skills will be addressed in the course.

**Major Goals**: The student will:

1. Learn and use the names of basic construction materials and components.
2. Learn and apply building codes to drawings.
3. Identify and use symbols used in the trade.
4. Create residential drawings including floor plans, elevations, foundation plans, sections and details.
5. Properly dimension and label drawings to communicate information.
6. Create drawings using AUTOCAD software.
7. Use design elements when creating their own house plans.
8. Create designs of different styles of houses.

**Evaluation**: Each drawing will be evaluated according to established industry standards. Accuracy, line quality, lettering, neatness, meeting deadlines, etc. will all be incorporated in the student’s grade.

**Prerequisites or Recommendations:**  Successful completion of Computer Aided Drawing (CAD)/Technical Drawing A & B is required. Architectural Drawing A must be taken before B.

**ADVANCED ARCHITECTURAL DRAWING A & B**

**05925A / B 11-12 2 SEM 1 credit**

 **\*\*\**This course fulfills the senior math requirement\*\*\****

***\*\*\*This course fulfills the 20-hour on-line computer literacy requirement\*\*\****

***May not be used to fulfill BOTH on-line and math requirements***

**Description:** This advanced course is a combination of teacher-directed activities and student-initiated projects intended to give advanced architectural students an opportunity to complete special projects that relate to the student’s career goals. The student will research, outline, design, and construct projects of their own selection with the approval and guidance of the instructor.

**Evaluation:** Each drawing will be evaluated according to established industry standards. Accuracy, line quality, lettering, neatness, meeting deadlines, etc. will all be incorporated in the student’s grade.

**Prerequisites or Recommendations:** Admission is by teacher recommendation only.

**MECHANICAL DRAWING A & B**

**05929A / B 10-12 2 SEM 1 credit**

 **\*\*\**This course fulfills the senior math requirement\*\*\****

***\*\*\*This course fulfills the 20-hour on-line computer literacy requirement\*\*\****

***May not be used to fulfill BOTH on-line and math requirements***

**Description:**  Mechanical Drawing is designed for students interested in manufacturing and/or engineering career fields. In this course, students will further develop their manual drafting skills as they create different types of two- and three-dimensional drawings. They will also use the computer and AUTOCAD software to complete solid (three-dimensional) drawings of machine parts. Their studies will include section views, auxiliary views, and surface developments.

**Major Goals**: The student will:

1. Identify and use proper symbols.
2. Draw parts and layouts to industry standards.
3. Dimension drawings of parts to industry standards.
4. Create different types of drawings including sections, auxiliary views, assemblies, and surface developments.
5. Solve problems.
6. Use the computer to create or assist in producing drawings.
7. Become more adept in the use of the computer.
8. Create drawings using AUTOCAD software.

**Evaluation**: Each drawing will be evaluated according to established industry standards. Accuracy, line quality, lettering, neatness, meeting deadlines, etc. will all be incorporated in the student’s grade.

**Prerequisites or Recommendations:**  Successful completion of CAD/Technical Drawing A & B is required. Mechanical Drawing A must be taken before B.

**ADVANCED MECHANICAL DRAWING A & B**

**05931A – 05932B 11-12 2 SEM 1 credit**

 ***\*\*\*This course fulfills the senior math requirement\*\*\****

***\*\*\*This course fulfills the 20-hour on-line computer literacy requirement\*\*\****

***May not be used to fulfill BOTH on-line and math requirements***

**Description:** This advanced course is a combination of teacher-directed activities and student-initiated projects intended to give advanced mechanical drawing students an opportunity to complete special projects that relate to the student’s career goals. The student will research, outline, design, and construct projects of their own selection with the approval and guidance of the instructor.

**Evaluation:** Each drawing will be evaluated according to established industry standards. Accuracy, line quality, lettering, neatness, meeting deadlines, etc. will all be incorporated in the student’s grade.

**Prerequisites or Recommendations:** Admission is by teacher recommendation only.

SPECIAL PROGRAMS

**LINKS**

**08119 9-12 1 SEM .5 credit**

**Description**: This is a peer-to-peer support program to help our students with Autism Spectrum Disorder (ASD). Students that are accepted into the program will be assigned to a student with ASD for one hour per day. They will assist as a mentor/friend in the class the student with ASD is enrolled in. They will work on appropriate social skills with that student and help them in tending to tasks, organization, behavior, and independence. In addition, each LINK student will receive training in working with behaviors of assigned student, understanding Autism, and solving daily problems. LINK students will be required to participate in an on-line learning experience; completing 7-9 online modules. LINKs will also be required to attend a monthly

case conference meeting on Wednesday morning before school. The final exam consists of one of the following options; 1) social outing with the student the LINK supports 2) volunteering in the ASD room at one of the elementary schools 3) Creating an information pamphlet on the student the LINK supports or other options that the LINK gets approved by the teacher. Some LINKs will be placed with students without ASD, but that need social, behavioral and independence support.

**Prerequisites or Recommendations:** There is an application process to be completed before acceptance into the class. Contact Mr. Anderson in Room E103. You can take LINKS class a maximum of 5 times during your High School career.

**DUAL ENROLLMENT**

**9-12 LENGTH/CREDITS: VARIES**

**Description:** Dual Enrollment is a program that allows students to take courses at Lansing Community College or Michigan State University. Students may have release time from school for this coursework and may count credit earned in Dual Enrollment toward graduation. To qualify for release time and high school credit, the course selected must be a course beyond the scope of classes at Holt High School and must be an academic class. Please see more detailed information in the “General Info” section of this manual. If interested, see your counselor for more information.

**\*\*\*NEW\*\*\***

**PLTW (Project Lead the Way)**

**07146 9-12 2 SEM 1 credit**

***\*\*\*This is a three-year program\*\*\****

**Year One is Introduction to Engineering and Design (IED):** Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

**Year Two is Principals of Engineering (POE):** Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Prerequisites or Recommendations:** Successful completion of IED

**Year Three is Engineering Design and Development (EDD**): The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

**Prerequisites or Recommendations:** Successful completion of IED and POE for this course (no student should be added to this course in 2016-2017)

SENIOR CAPSTONE

**COURSE DESCRIPTIONS 2017-18**

The Capstone Course is a two-semester class that integrates English language arts skills with content in another subject area. The first semester will provide instruction and practice in the skills and content necessary for academic, civic, and field-specific success. The second semester will provide structured support for each student to select, research, design, and implement his or her own project that demonstrates an understanding of concepts in the subject area and academic independence.

The Capstone Project is a “culminating academic and intellectual experience” designed to enhance students’ ability to “think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, [and]self-sufficiency” (Great Schools Partnership, 2013). The Capstone Project is also designed to connect classroom learning to students’ interests and passions and to make explicit students’ ability to add real value to their communities.

Each Capstone Course is guided by an inquiry question that identifies the learning goals for the course, connects academic content to issues in the community, and positions students as knowledge producers with the ability to take action on these issues.

**STEM (Science, Technology, Engineering, and Mathematics)**

How might we develop a broader and more effective set of strategies for explaining, analyzing, and posing solutions for complex interpersonal, civic, and engineering problems?

**FINE ARTS**

How might we use our knowledge and understanding of historic and contemporary techniques and genres within the fine arts to explore, analyze, and create works that effectively identify and communicate universal human needs, passions, values, and the struggle toward a better world?

**BUSINESS**

How might we develop a broader and more effective set of strategies for developing, organizing, communicating, and monitoring data, personnel, and products to promote successful and effective businesses and commerce?

**HEALTH SCIENCES AND WELLNESS**

How might we use our knowledge and understanding of the human body, current health occupations, and positive trends in physical education to promote healthier lifestyles in our community?

**HUMANITIES AND HISTORY CAPSTONE**

How might we develop a more sophisticated conception of morality and ethics through the study of civilization to better predict, analyze, and address problems in our community

CAREER & TECHNICAL STUDENT PROGRAMS

2017-2018

CACC

***\*\*\* Students attending CACC for 3 periods of the day should be on track for graduation\*\*\****

***\*\*\*Students interested should contact the Counseling Office\*\*\****

**CAPITAL AREA CAREER CENTER OFFERINGS**

##### **Arts and Communications Career Pathway**

**New Media**

Working alone and in teams, students have multiple opportunities to study and apply creative elements in various media categories such as: design imaging, photography, sound, website design, video production, animation, and media ethics. Using Apple computers students learn Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Final Cut Pro HD, Flash, Bryce, and Maya. Enrollment is open to juniors and seniors, with the option of a second year independent study. Students may qualify for college credit. Year two is offered as a Zero Hour before school (3 days) and one Saturday per month.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-1 Years | AM and PM | Provided |

**Business, Management, Marketing and Technology Career Pathway**

**Business & Risk Management**

Business & Risk Management allows students to explore the insurance industry through a partnership with Accident Fund Insurance Company. Students will follow the INVEST curriculum and learn agency software. Partnership with Ferris State University and Olivet College offer students direct college credit opportunities. Students can earn three industry certifications in areas such as Property & Liability, Personal Insurance and Commercial Insurance.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

**Culinary Arts & Hospitality**

Culinary Arts education is designed to provide students who are focused on a food service career the opportunity to learn appropriate food preparation techniques required of culinary arts professionals. Students will have the opportunity to use their own creativity developing original recipes, experiment with world cuisine preparation, and ultimately develop a portfolio of their culinary achievements for post-secondary education and/or employment. Students will participate in and plan catering events and prepare menus. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

**Cybersecurity & Digital Forensics**

Students will learn basic computer safety, social engineering, essential security awareness, implementing countermeasures to keep data safe as well as the study of methods of deception. This program allows students to be part of cutting-edge technology in some of the fastest growing and emerging careers. Students will work both independently and as part of a team to understand data breaches and develop solutions to deter criminals from gaining access in the future. Students will use the skills they learn in class to problem solve weaknesses in a variety of electronic devices. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

**Programming and Mobile Applications**

In this hands-on, project oriented class, students develop a portfolio of work showcasing their website skills and programming and database skills. Students design and create their own multi-media website using Macromedia Flash, Dreamweaver and Adobe Photoshop. Students will program robots to compete in various challenges, create computer programs using Visual Basic.NET and create their own computer games using various software packages. Students use Adobe Photoshop and Maya animation software to create 3-D animated models and graphics for use on their website and in their computer games. Students create databases using Microsoft Access and learn how to connect computers with networks. Skills learned in class can be used by students to compete in our Business Professionals of America competitions. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

**Engineering/Manufacturing & Industrial Technology Career Pathway**

**Automotive Technology**

Using the latest diagnostic equipment and computer technology, students learn the technical skills for a career in automotive service and engineering. Over two years, students participate in an Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) certified training program offering several occupational specialties as well as state certification. The State of Michigan certification tests are provided free of charge to eligible CACC students. Students also have the opportunity to participate in a race team as part of this program. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior | 2 Years | AM and PM | Provided |

**Aviation Academy**

In this ground school program, students will learn about weather, air space, aerodynamics, physics, flight planning, weight/balance/velocity, Air Traffic Controller communications and Federal Aviation Administration (FAA) requirements. Through a partnership with Crosswinds Aviation, students will have the option of earning their private pilot license at your own expense outside of class time at Capital Region International Airport at a discounted rate. Students will also travel to various airports and airport museums, while hearing from a variety of guest speakers. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1 Year | AM | Provided |

**Construction Technology**

Students are exposed to a wide range of construction skills. Major emphasis areas are carpentry, electrical and plumbing. Students are also exposed to surveying, drywall, painting, roofing, siding, tile work, design and estimating. After exposure of the four main areas, students can choose their area of interest and specialize in that area. Students also have the opportunity to participate in field trips, work-based learning, apprenticeships, and regional, state and national competitions. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior | 2 Years | AM and PM | Provided |

**Engineering Technologies**

Students will use a combination of mechanics, electronics, CAD, CAM, CNC and 3-D rapid prototype technologies in this course. High-tech robotics, advanced electronics and state-of-the-art manufacturing are just a few of the topics this program will cover. Students will focus on the process of defining and solving a problem, not just getting the right answer. Students will work both individually and as part of a team to develop solutions to technical problems by challenging themselves with real-world problems. Manufacturing in the U. S. is facing a critical shortage of engineers and technicians, qualified young people who are problem solvers and have good STEM skills are needed. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1 Year | AM and PM | Provided |

**Precision Machining Technology**

Manufacturing is no longer just “factory work” that has minimal requirements for employment and advancement. Thanks to the new global economy, innovative technologies, entrepreneurship and federal and state initiatives, manufacturing is forever changed. Today, careers in manufacturing are exciting, cutting-edge and filled with endless possibilities. Machinists are needed for windmill production, medical equipment, auto parts and many other industries that require precise metal equipment. Students will become familiar with these skills, along with technical reading, problem solving and teamwork skills. In addition, they will learn to operate sophisticated manual and computerized drills, lathes, mills and grinders. Some will use Computer-Aided Manufacturing (CAM) software programs. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Year | AM and PM | Provided |

**Welding Technology**

Students learn the art and technology of joining metals together with heat, using special equipment to perform eleven different welding processes such as oxy-fuel cutting and brazing, gas metal arc and shielded metal arc welding. Students apply technical reading, engineering theory, math and measurement skills, drafting and problem solving skills as they read blueprints, set up and lay out projects, identify the right metals to be used and learn to accurately fabricate or repair a project. Students can train for direct job placement or can pursue welding engineering in college. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior | 2 Years | AM and PM | Provided |

**Health Sciences Career Pathway**

**Health Foundations**

Students explore healthcare occupations as they study core medical skills including infection control, vital signs, medical terminology, first aid and CPR. Students will earn certifications in First aid, AED and CPR at the healthcare level, with the option of earning a Pharmacy Technician certification if they choose. Students may qualify for college credit. Upon successful completion, students can choose one of the health courses listed below for their senior year.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1 Year | AM and PM | Provided |

**Medical Assistant**

This 2nd year course offers medical office management or clinical skill training in medical, dental, optical, pharmacy, sports medicine, emergency services, therapeutic services and clinical laboratories. Students have the opportunity to earn certifications as a Clinical Medical Office Assistant or a Phlebotomist. Students will participate in a work-based learning experience in an outpatient setting such as a dentist’s office, physical therapy clinic, or clinical laboratory. Transportation to clinical sites is the parent/guardian’s responsibility. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Senior | 1 Year | PM Only | Provided |

*Eligibility is based on successful completion of the Health Foundations course*

**Capital Area Health Care Education Partnership (Student provides own transportation)**

This course is a collaborative partnership between the public education community and area health care providers engaged in educating high school students to become health care employees for the future. Students will develop a broad understanding of health care careers and systems by rotating through various partner sites. Students may qualify for college credits. Learning opportunities will take place at local hospitals and medical care facilities in and around Lansing. Students may qualify for college credit. Classroom is located at Sparrow Hospital in Lansing.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1 Year | AM and PM | Not Provided |

**CNA - Certified Nurse Assistant/Acute Care Assistant**

Students learn the skills necessary to care for hospitalized patients, residents of nursing and retirement facilities, and patients in a medical emergency. Students have the opportunity to become a Certified Nurse Assistant as they become a multi-skilled health care worker responsible for direct patient care including personal care, EKG and phlebotomy procedures, patient observations and reporting changes in a patient’s condition. Transportation to clinical sites is the parent/guardian’s responsibility. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Senior | 1 Year | AM Only | Provided |

*Eligibility is based on successful completion of the Health Foundations course*

#### **Human Services Career Pathway**

## **Cosmetology**

Students learn the artistry, chemistry, anatomy and salon business operations necessary to become a successful cosmetologist. Students work with real clients in a salon/classroom setting, learning the theory and application skills necessary to become eligible to take the State of Michigan Board of Cosmetology examination and earn their Cosmetologist license. Both first and second year students are required to attend extended classrooms hours on a daily basis, Saturday, and one week in June. Transportation to the CACC for daily class, Saturdays and summer session is the parent/guardian’s responsibility. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior | 2 Years | Year 1 PM/ Year 2 AM | Not Provided |

**Career Start**

Students will learn how to communicate, work as a team, and increase their basic skills to make them stand out as a potential job candidate. Career opportunities can include Hotel and Restaurant Industry, Facilities Maintenance, Food Service, Retail and many other choices. This program operates the school store, giving students experience in retail management, the handling of cash, customer service and inventory control. Students also have the opportunity to apply their learning two days a week at MSU and other off campus sites as an on-going work based learning experience.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

**Law Enforcement**

This program is for students who are interested in being part of a team, taking on leadership roles and/or defending other people’s rights. In this program, students will learn how to drive vehicles safely, responsibly handle firearms, research and investigate, deal with physically challenging circumstances and interact with a variety of people. Students will attend field trips that are related to law enforcement agencies, will participate in live scenario application training job shadows and community service opportunities. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior/Senior | 1-2 Years | AM and PM | Provided |

#### **Natural Resources & Agriscience Pathway**

## **BioScience Careers**

Students will learn basic lab skills & safety, legal scientific notebook documentation, use of lab equipment, authentic lab research. Students will be offered an expansive pallet of career interests from veterinary medicine to forensic science or microbiology and more. Other areas of study include DNA technology, plant science, biofuels, water technology/aquaculture and food science. Students can participate in a Future Farmers of America (FFA) chapter membership to explore career options, participate in awards program, attend leadership conferences and organize community service activities. Students may qualify for college credit.

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| **GRADE LEVEL** | **PROGRAM DURATION** | **TIME OFFERED** | **TRANSPORTATION** |
| Junior-Senior | 1-2 Years | AM and PM | Not Provided |

**MAKE YOUR WAY**

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| **AT THE CAPITAL AREA CAREER CENTER** | | | | | | |  |  |  |  |  |  |  |
| **GET EDUCATED** | |  |  |  |  |  |  |  |  |  |  |  |  |
| Visit www.inghamisd.org/cacc for details. | | | |  |  |  |  |  |  |  |  |  |  |
| **GET READY** | |  |  |  |  |  |  |  |  |  |  |  |  |
| Talk to your school counselor to | | |  |  |  |  |  |  |  |  |  |  |  |
| learn how to reach your career goals. | | | |  |  |  |  |  |  |  |  |  |  |
| **GET STARTED** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Call 517.244.133o or email us at** | | |  |  | **Program Information** | | |  |  | **Benefits** |  |  |  |
| [cacc\_outreach@inghamisd.org to schedule a visit](mailto:cacc_outreach@inghamisd.org%20to%20schedule%20a%20visit) | | | | | J=Juniors | S=Seniors | Number of Years | Offered in only AM or PM | Must Provide Transportation | College Credits | Student Leadership Organization | Eligible for State Certification | Eligible for National Certification |
| **Arts & Communication Pathway** | | | |  |  |  |  |  |  |  |  |  |  |
| **New Media** |  |  |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Business, Management, Marketing & Technology Pathway** | | | | | | | | |  |  |  |  |  |
| **Business & Risk Management** | | |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Culinary Arts & Hospitality** | |  |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Cybersecurity & Digital Forensics** | | |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Programming &Mobile Applications** | | |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Engineering / Manufacturing & Industrial Technology Pathway** | | | | | | | | |  |  |  |  |  |
| **Automotive Technology\*** | |  |  |  | **J** |  | 2 |  |  | **.** | **.** | **.** | **.** |
| **Aviation Academy** | |  |  |  | **J/S** |  | 1 |  |  | **.** | **.** |  |  |
| **Construction Technology\*** | |  |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Engineering Technologies** | |  |  |  | **J/S** |  | 1 |  |  | **.** |  |  | **.** |
| **Precision Machining Technology** | | |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Welding Technology\*** | |  |  |  | J |  | 2 |  |  | **.** | **.** | **.** | **.** |
| **Health Sciences Pathway** | | |  |  |  |  |  |  |  |  |  |  |  |
| **CAHEP (Capital Area Healthcare Education Partnership)** | | | | | **J/S** |  | 1 |  | **.** | **.** | **.** |  | **.** |
| **Certified Nursing Assistant/Acute Care Assistant** | | | |  | **S** |  | 1 |  |  | **.** | **.** | **.** |  |
| **Health Foundations** | |  |  |  | **J/S** |  | 1 |  |  | **.** | **.** |  | **.** |
| **Medical Assistant** | |  |  |  | **S** |  | 1 |  |  | **.** | **.** |  | **.** |
| **Human services Pathway** | | |  |  |  |  |  |  |  |  |  |  |  |
| **Career Start** |  |  |  |  | **J/S** |  | 1--2 |  |  |  |  |  | **.** |
| **Cosmetology** | |  |  |  | **J** |  | 2 | **1st Yr/PM 2nd Yr/AM** | **.** | **.** |  | **.** |  |
| **Law Enforcement** | |  |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** |  | **.** |
| **Natural Resources & Agriscience Pathway** | | | | |  |  |  |  |  |  |  |  |  |
| **BioScience Careers** | |  |  |  | **J/S** |  | 1--2 |  |  | **.** | **.** | **.** | **.** |
| **Eaton RESA Programs:**  **Animal Science & Zoo Management, Fashion Technology, Fire Science, Heavy Equipment Operation, Heavy Equipment Repair.**  **\*** First year Seniors will be enrolled after all Juniors have had the opportunity to apply, pending available sets. | | | | | | | | | | | | |  |

Statement of Compliance with Federal and State Civil Rights and

**Equal Employment Laws and Regulations of the**

**U.S. Department of Education**

**(Policy A1302)**

Holt Public Schools Board of Education complies with all applicable Federal and State laws and regulations prohibiting discrimination and with all applicable requirements and regulations of the U.S. Department of Education. It is the policy of the Holt Public Schools Board of Education that no person on the basis of race, color, religion, national origin, age, sex, marital status, height, weight, or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in a program or activity to which it is responsible, or for which it receives financial assistance from the U.S. Department of Education.

**POLICY:**

Adopted: December 9, 1981

Revised: April 13, 1989

Retyped: January 1992

Revised: May 13, 1998

Grievance Policy on Civil Rights and Equal Opportunity Complaints

**(Policy A4010)**

**Section 1:**

If any person believes that the Holt Public Schools or any part of the school organization has not complied with federal or state civil rights and equal employment laws or regulations of the U.S. Department of Education, or has in some way discriminated against them on the basis of race, color, religion, national origin, age, sex, marital status, height, weight or handicap, or the District has inadequately applied the principles and/or regulations of Title VI, Title IX or Section 504, he/she may bring forward a complaint, which shall be referred to as a grievance, to the Local Coordinator at the following address:

Local Coordinator

Deputy Superintendent Scott Szpara, Holt Public Schools

5780 W. Holt Road

Holt, MI 48842

517-699-0255

**Section 2:**

The person who believes he/she has a valid basis for a grievance shall discuss the grievance informally and on a verbal basis with the Local Coordinator, who shall in turn, investigate the grievance and reply with an answer to the complainant within five (5) business/work days. If this reply is not acceptable to complainant, he/she may initiate formal procedures according to the following steps:

*Step 1:*

A written statement of the grievance signed by the complainant, shall be submitted to the Local Coordinator within five (5) business/work days of the receipt of the answer to the informal complaint. The Coordinator shall further investigate the matters of the grievance as necessary and reply in writing to the complainant within ten (10) business/work days of the receipt of the grievance.

*Step 2:*

If the complainant wishes to appeal the decision of the Local Coordinator, the complainant may submit a signed statement of an appeal to the Superintendent of Schools within five (5) business/work days after the receipt of the Local Coordinator’s response.

The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business/work days of the receipt of the appeal.

*Step 3:*

If the complainant remains unsatisfied, the complainant may appeal through a signed written statement to the Board of Education within five (5) business/work days of the complainant’s receipt of the Superintendent’s response in Step #2.

In an attempt to resolve the grievance, the Board of Education shall meet with all concerned parties and any representative within twenty (20) calendar days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within ten (10) business/work days of this meeting.

*Step 4:*

If, at this point, the grievance has not been satisfactorily settled, further appeal may be made to:

Office of Civil Rights

Department of Health, Education and Welfare

Washington, D.C. 20201

**OR**

Michigan Department of Civil Rights

333 South Capitol Ave., Suite C

Lansing, MI 48933

POLICY:

Adopted: January 9, 1976

Retyped: October 26, 1981, January 1992

Edited: August 30, 1985

Revised: October 8, 1986, April 12, 1989, May 13, 1998

HHS 12/7/16